

USE OF E-LEARNING FACILITIES IN ASSESSING UNDERGRADUATES DURING COVID-19 IN A NIGERIAN UNIVERSITY

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Abstract

E-learning is a form teaching that involved the interaction between the facilitator (teachers) and the learners with the aid computer, audio, video and other internet facilities. The study therefore, investigated the e-learning facilities in assessing undergraduates during covid-19 school restriction in a Nigerian university. The study adopted a descriptive survey research design. All the lecturers in university of Ilorin constituted the population while the target population consisted of all the lecturers in faculty of education. The faculty has 187 lecturers out of which 180 were sampled. A self-developed questionnaire was used. It has two sections. Section "A" contained bio-data. Section "B" contained six items that addressed the use of e-learning facilities during covid-19 for students' assessment. The items in section "B" were four-point Likert scale (Never used = 1, rarely used = 2, occasionally used = 3 and frequently used = 4). The questionnaire was subjected to content validation and obtained S-CVI of 0.951 and test-retest reliability with 0.901 coefficient. The findings revealed that LMS Module, Google Form and Computer Based Test were frequently used, Google Classroom was occasionally used while Google Meet and Microsoft Team were never used. The also finding revealed that there was no significant difference in the lecturers' use of e-learning facilities to assess students based on gender and departments. One of the recommendations put forward is that university management should equip schools with modern e-Learning facilities to foster teaching and learning.

Keywords: *E-learning, Assessment, Covid-19, University, Undergraduate*

Introduction

Globally, in 2019/2020 academic session, there was an outbreak of the coronavirus COVID-19, which manifested in Nigeria in 2020. People were put on lockdown as a result of the pandemic (Akuh, 2020). This virus claimed so many human livelihoods and claimed many lives. The pandemic affected education as it did all other aspects of life (Aytaç, 2020). In view of this, the Federal Government of Nigeria implemented a number of measures and strategies that slowed down the spread of this virus. Among the measures implemented were a lockdown that prohibited social gatherings (both partial and total), religious activities, regular hand washing, the use of face masks, social distancing, and school closures (Faisal et al., 2020). All sectors of the economy, including education, experienced some of the effects (Faisal, et al., 2020). All learning institutions in Nigeria's

36 states were closed on March 27, 2020, and reopened on October 12, 2020, following a six-month closure mandated by the Federal Government of Nigeria (Federal Ministry of Education) (2020). The closure of schools caused significant disruption to the academic calendar because many teachers and students were absent, access to school facilities was denied, the teaching and learning process were suspended, and other related services were only partially carried out (Federal Ministry of Education, 2020). The lockdown was an attempt to prevent the virus from spreading, which could have been extremely dangerous to human life. The measures were implemented in order to flatten the epidemiological curve and reduce morbidity and mortality (Barasa et al., 2020). This lockdown threatened Nigeria's already vulnerable educational system, which lacked basic intrastromal facilities such as the internet to engage students prior and when disease started. School administrators, teachers, and students were powerless to continue engaging students in teaching and learning activities (Kachra & Brown, 2019).

Technology have been in use in all branches of human activities e.g., security, banking, transportation, television, phones, camera, wrist watches, agricultural, accounting, music economic, internet and education to mention a few. There has been transformation in operations shifting from manually or analogue to digital through the use of technology. In the cause of technology, we have in our reach its products such as the modern vehicles, security cameras, flat-screen television, smart phones, laptop, computer internet and many more. This technology has in one way or the other been fused into activities (teaching, and assessment) in education. There are many teaching techniques that could enhance teaching and learning process, among them is e-learning. The concept of e-learning has many definitions as there are many scholars and educationists. Therefore, it is not easy to give a common definition of the concept, except in the broadest sense as learning that is enabled electronically (Abbad et al 2009). Specifically, e-learning is a form teaching that involved the interaction between the facilitator (teachers) and the learners with the aid computer, audio, video and other internet facilities. In the interaction process, students can access their learning materials any time and place. It is teaching delivery through electronic media (Fry, 2000) that is delivered to a large number of recipients at the same.

Abubakar (2020) opined that e-Learning is the type of learning where electronic technologies are utilized to access educational curricula outside the conventional classroom. It refers to the structured and managed learning experience and may be provided partially or wholly via a web browser or through the internet and intranet or multimedia platform. E-learning is a learner-controlled, self-paced education environment where the learner has authority over the learning environment; thereby allowing learners to work at their pace, convenience (Eke, 2011). It involves the use of computers, mobile technologies such as personal digital assistants and MP3/MP4 player and includes the use of web-based teaching materials and hypermedia in general, as rooms or web-sites, discussion boards, collaborative software, e-mail, blogs, wikis, text chart, computer aided assistant, educational animation, simulation, games, learning management software et cetera. Because of its delivery procedures, e-learning is a general term used to refer to electronically-enhanced learning. It is also referred to as online learning, web-based learning or virtual learning (Tao et al, 2006). It allows learners to receive individualized support and have separate and flexible learning schedules. The concept (e-learning) plays significant roles by ensuring that students could continue their studies during the time of national crisis such as Covid-19 pandemic or any other national crisis in many tertiary institutions globally including Nigerian universities, e-learning was adopted to ensure uninterrupted learning activities. It allows classrooms and schools to become a bit closer to paperless, made distance learning possible, and remove geographical obstacles that associated with traditional classrooms especial during the Covid-19 pandemic. Despite the benefits of

the e-learning, there are some likelihood challenges, among them are increase in the risk of mass cheating during assessments (continuous assessment and end of semester examination).

Furthermore, the motivation for carrying out this study is derived from the fact that all schools (primary, secondary and tertiary) were closed down during Covid-19. All the activities in were transformed to online which was the best solution for continuing education especially in tertiary education. However, teaching and learning were settled for distance learning which a form of e-learning. The educational system in Nigeria was adjusted by promoting the use of e-learning, especially in the universities where lecturers were instructed to make use of e-learning facilities for teaching, learning and assessment. In compliance with these, lecturers are the wheels upon which this vision could be meaningfully accomplished. In view of this, lecturers are expected to be well equipped and well-grounded in appropriate pedagogical skills (theoretical and practical) that could enhance teaching, learning assessment. This implies that e-learning is one of the pedagogical skills that technology has brought to enhance distance learning especially switching to online. It is against background that the researcher examined lecturers' use of e-learning facilities in students' assessment during Covid-19 pandemic.

Literature Review

E-Learning is a computer based educational tool or system that enables you to learn anywhere and at any time (Epignosis, 2014). This is in commensurate with Fayomi et. al. (2015) as undergraduates will be able to access lesson wherever they may be and at their own leisure time which they see they can best learn. This learning style is mostly delivered through the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM as a stated in Epignosis (2014) book. Epignosis (2014) observed in their paper to reveal the pros and cons of e-learning. Musa, Ala'aldin and Tagreed (2016) enlighten that one of the important of e-Learning is less expensive to delivery; flexibility; access to global resources; learners ability to track their progress; self-pace for slow or fast quick learner etc. likewise disadvantages such as its lack of firm framework to enable students to learn; learners with low motivation or bad study habit may fall behind; absence of a learning atmosphere in e-Learning system; it lacks interpersonal and direct interaction among students and teachers; learning process is less effective. The enumerated advantages and disadvantages postulated by Musa, Ala'aldin & Tagreed (2016) are similar to that of Epignosis (2014). E-Learning is any electronic supported learning either with or without infusing the ICT facilities in the current conventional learning model be it traditional or active learning (Kassahun, 2014). E-Learning (EL) is the use of Information and Communication Technology such as internet, computer, mobile phone, learning management system (LMS), television, radios and others to enhance teaching and learning activities (Oye, et. al. 2012). Mutendwahothe, Walter and Lumadi (2013) observed that e-Learning and online learning are terms that have emerged to describe the application of Information and Communication Technology (ICTs) to enhance learning, implement open learning policies, making learning activities more flexible and enable those learning activities to be distributed among many learning venues. E-Learning encompasses all learning or educational activities which takes advantage of electronic gadgets, exploring the internet for a purposive educational purpose(s) in order to improve in learning of the participant who engage into e-learning. Lecturers in the university aside the traditional method of teaching, they also engage in e-Learning style while taking undergraduate course in the university. Directly or indirectly, this will have effect on their academic performance which will be used to grade them after their program in the university.

Kwaji, Sylvester and Christopher (2017) assessed e-learning facilities for effective teaching and learning of building trades in Benue State Technical Colleges. The findings revealed that e-learning

facilities such as Computer (palmtop, desktop, and laptop size), Internet services, Computer Aided Drawing software's (AUTOCAD, REVIT, ARCHICAD), Projector, Video conferencing, Teleconferencing, an electronic device for marking multiple choice questions among others are inadequate. It was also revealed that the few e-learning facilities face some challenges which affected the use of e-learning and teaching of building trades in Benue State Technical Colleges. These among others include; Lack of infrastructures; Shortage of trained personnel; Poor maintenance service; Poor quality of teachers to handle e-learning facilities; Not all topics of building trades can be taught through e-learning; teachers' resistance to e-learning trend. Eze¹, Chinedu-Eze & Bello (2018) examined the utilization of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. The findings revealed that M-University's e-learning facilities are adequate and accessible to users, and most teachers are comfortable with utilization of various facilities during classes compared to most public tertiary institutions although, the utilization has not been maximized. Attitude of users, inadequate internet facility, inadequate training of users affected the successful adoption. Oluwalola and Awodiji (2019) investigated availability and utilization of e-learning facilities for management and business courses in universities in Kwara State, Nigeria. The findings indicated that e-learning facilities were moderately available while utilization was found occasionally used for teaching and learning activities of business and management courses in the selected universities in Kwara State. It was also revealed that there was no statistically significant difference within the group.

Ebuk and Olowonefa (2019) examined the to enhance quality of teaching and learning of educational management in Nigerian universities: a study of university of Abuja. The study discovered among others that teachers do not use e-learning technologies like projector, video conferencing, internet, radio broadcast and online classroom discussion boards to enhance quality teaching and learning of educational management in university of Abuja and irregular power supply, inability of many teachers to manipulate some of the sophisticated e-learning technologies are barriers to e-learning. Bada and Jita (2021) researched on e-Learning Facilities for Teaching Secondary School Physics: Awareness, Availability and Utilization. The findings revealed that physics teachers are aware of most of the e-learning facilities for teaching secondary school physics but only few of these facilities are readily available for teaching physics. This investigation also revealed that only one of these e-learning facilities (desktop computer) was utilized by secondary school physics teachers. This study conclude that e-learning facilities were not used in teaching secondary school physics in Ondo. Atsumbe et. al. (2021) investigated the availability and utilization of e-Learning infrastructures in Federal University of Technology, Minna. The findings revealed that e-learning infrastructures are not adequate in the university for teaching and learning and management's efforts towards the development of Information and Communication Technology (ICT) is mainly for administrative purposes. Both the lecturers and students have computers and laptops and can access the internet but, they did not use them for teaching and learning. Adegboye and Abdulazeez (2021) sessed the students' access and readiness to the use of e-learning facilities in colleges of education in Ilorin, Nigeria. The finding showed that students are ready in using e-learning in colleges of education and had adequate access to e-learning facilities. There was significant difference in the readiness of male and female students in using e-learning in favour of male students. It was concluded that the readiness of students to use e-learning facilities varies across level.

Nwalado and Ikenokwalu (2019) investigated e-learning facilities usage for teaching office technology and management courses in Colleges of Education in Delta State. The findings revealed that e-learning hardware facilities such as whiteboards, computer simulation, electronic board, projector, radio player, flash drive, printer, video recorders, instructional television, CD-ROM, laptop

computers, and scanner are used at a low extent in teaching office technology and management courses. Osuafor and Ofor (2015) conducted a study on the influence of gender and subject specialization on science educators' use of e-learning facilities for teaching in Nigerian Colleges of Education. The finding showed that mean rating of male and female educators' utilization of e-learning facilities for teaching showed that the female mean rating (2.60) is slightly higher than that of males (2.55) though the difference was not significant. Both groups utilized the e-learning facilities to a moderate extent. With regards to subject specialization, biology teachers had the highest mean rating of 2.69 followed by chemistry teachers (mean = 2.67), then physics (2.65). Mathematics teachers had the least mean rating (mean = 2.20). Overall mean rating was categorized as moderate (2.57). As it is with gender, there was no significant difference among the teachers of different subject specialization as regards to their utilization of e-learning facilities for teaching. Fomsi and Orduah (2017) sought to determine gender differences in the use of ICT among teachers in Model Primary Schools in Rivers State, Nigeria. The findings showed that there was no significant difference between the mean scores of the male and female model primary school teachers in the use of ICT and no significant difference between the mean scores of female model primary school teachers in Port Harcourt City Council and Obio-Akpor Local Government Areas in the use of ICT. Marimuthua et. al. (2013) compared the online learning strategies of male and female diploma students of an English Language course. Findings showed that there was really no significant difference in the online learning experience between the male and female students. There was correlations among some of the variables overall, and also according to their gender.

Yusuf, Maina and Dare (2013) investigated the availability, utilization and management of ICT facilities in teaching English language in secondary schools in Kaduna State, Nigeria. The findings revealed that there was acute insufficiency of ICT facilities in secondary schools in Kaduna. There were very few of such facilities available in most of the schools visited. It also revealed that most teachers were not competent in the use of these facilities as the management of these facilities requires training and re-training. Aina and Ogegbo (2021) studied teaching and assessment through online platforms during the COVID-19 Pandemic: benefits and challenges. The study found that lecturers were able to manage the teaching and assessment processes during the Covid-19 school restrictions, using a combination of platforms such as Blackboard-collaborate, WhatsApp, Kahoot, and Google Classroom. The finding also revealed that a wide variety of teaching and assessment methodologies, including small group work, collaborative learning, case methods, discussion posts, multiple choice quizzes, chats, game activities, open-ended questions, and essays were utilized on these platforms. Adetona, Ogunyemi and Oduntan (2021) investigated e-Learning Utilization during Covid-19 pandemic lockdown in Southwestern Nigeria. The results showed that e-learning was employed for various aspects of learning including lectures (87.7%), quizzes (37.8%), assignments (69.6%), practical classes (15.2%) and examination (17.4). Respondents indicated understanding of the concept of e-learning while some outrightly indicated they did not understand the concept. Only 9.2% of the respondents have 100% concentration during the online classes. Over 70% of the whole sample was apathetic to online learning while only 9.3% prefer it to traditional teaching.

Yu and Deng (2022) wrote on a meta-analysis of gender differences in e-learning outcomes. The finding revealed that there were no significant gender differences in e-learning outcomes except in a few countries. For example, females significantly outperformed males in Spain and the UK. In Austria, India, and mixed countries (Chile and Spain). Females held significantly more positive attitudes towards e-learning than males. In the USA, females presented significantly higher self-efficacy than males. Almahasees, Mohsen and Amin (2021) studied faculty and students' perceptions of online learning during Covid-19. The analysis showed that the common online platforms in Jordan

were Zoom, Microsoft Teams offering online interactive classes, and WhatsApp in communication with students outside the class. Okocha (2021) studied lecturers' job effectiveness through the use of e-learning facilities in University of Ibadan. Results showed that lecturers recognized that the use of e-learning facilities could enhance their job effectiveness. Majority of them do not often use electronic board. The result further showed that lecturers' gender use of e-learning facilities and job effectiveness in the University of Ibadan was not significant. Tauhidah et. al. (2021) examined utilization of e-learning platforms by lecturers during the Covid-19 pandemic in Indonesia. The findings showed that WhatsApp, Google Classroom, and Zoom remain the most used e-learning platforms in Indonesian universities due to their accessibility and affordability. Participants' obstacles during online learning centered on the limited network and quota as well as controlling aspects. Janer and Ricafort (2022) examined graduate students' assessment on e-learning during Covid times. The finding revealed that most students used smartphones and accessed the internet by mobile data that is capable of fair download and upload speeds, between 1 to 10 Mbps when the connection is stable. However, despite the unideal setting in infrastructure, students maintained a positive attitude towards e-learning.

Purpose of the Study

The main purpose of this study is to examine lecturers' use of e-learning facilities for assessing students during Covid-19 pandemic. Specifically, the study intends to:

1. Find out the type of e-learning software adopted for assessing students during Covid-19 pandemic.
2. examine lecturers' use of e-learning software for assessing students during Covid-19 pandemic based on gender
3. examine lecturers' use of e-learning software for assessing students during Covid-19 pandemic based on departments.

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁:** There is no significant difference between male and female lecturers' use of e-learning software used to assess students during Covid-19 pandemic.
- H₀₂:** There is no significant difference in lecturers' use of e-learning software to assess students during Covid-19 pandemic based on departments.

Methodology

The researcher adopted a descriptive survey research design. This study was carried in University of Ilorin. All the lecturers in the University constituted the population of this study while the target population consisted of all the lecturers in the Faculty of Education. The targeted population was at stratified into 9 department. The departments are Adult and Primary Education, Arts Education, Counsellor Education, Educational Management, Educational Technology, Health Promotion and Environmental Education, Human Kinetics Education, Science Education and Social Sciences Education. Purposive sampling technique was adopted to select Faculty of Education. This is because about 42% of the university's population was housed by the faculty (Academic Support Services, 2022). As at the time of this report, the faculty has one-hundred and eight-seven (187) lecturers but one-hundred and eighty (180) lecturers became the sample size because seven were not returned. A self-developed structured questionnaire was adopted, it has two sections (A and B). Section "A" consisted of bio-data of the respondents such as gender, department and faculty. Section "B"

consisted of six items that addressed software facilities used by the lecturers during covid-19 used for students' assessment. The items in section "B" are of four-point Likert scale (Never used = 1, rarely used = 2, occasionally used =3 and frequently used = 4). The questionnaire was subjected to psychometric properties (i.e., content validity and test-retest reliability). The content validity computed by given it to four senior academics, and one in Educational Measurement and Evaluation. Each of these scholars made useful observations on the questionnaire including reframing and adding some items. Corrections made in the instrument were incorporated into the final version of the questionnaire and the responses were subjected to Lawshe (1975) principle of content validation and therefore, obtained Scale Content Validity (S-CVI) of 0.951. The questionnaire therefore, assumed to be valid and can be used to collect data on lecturers' use of e-learning facilities in teaching and learning during covid-19 pandemic. The second psychometric property considered was test-retest reliability method. The validated questionnaire was administered twice within an interval of three weeks to the lecturers in Kwara State University, Malete. The two sets of data were subjected to Pearson Product Moment Correlation (PPMC). and yielded a reliability coefficient of 0.901. Data were collected personally by the researcher. The questionnaire was administered when the faculty of education had a retreat on 2nd to 4th December, 2022. The questionnaire was administered across the 9 departments in the faculty of education, University of Ilorin, Ilorin, Nigeria.

Results

This section deals with data collected Faculty of Education lecturers. The results are presented based on research questions raised and hypotheses postulated.

Answering of Research Questions

One research question was raised and answered using percentage as reported in tables 1.

RQ 1: What are the types of e-learning software used to assess students' learning during Covid-19 pandemic?

Table 1: Types of E-learning Software Used to Assess to Students Learning During Covid-19 Pandemic

ITEMS	Never Used	Rarely Used	Occasionally Used	Frequently Used	Decision
Learning Management System (LMS Module)	15 (8.33%)	21 (11.66%)	36 (20.00%)	108 (60.00%)	Frequently Used
Google Classroom		27 (15.00%)	106 (58.89%)	47 (26.11%)	Occasional ly Used
Google Meet	175 (97.22%)	5 (2.78%)			Never Used
Microsoft Team	173 (96.11%)	7 (3.89%)			Never Used
Google Form	10 (5.56%)	19 (10.56%)	36 (20.00%)	125 (63.88%)	Frequently Used
Computer Based Test	8 (4.44%)	13 (7.22%)	25 (13.89%)	134 (74.45%)	Frequently Used

As reported in Table 1, LMS Module, Google Form and Computer Based Test are frequently used, Google Classroom is occasionally used while Google Meet and Microsoft Team are never used for students' assessment during Covid-19 pandemic.

Hypotheses Testing

Two hypotheses were postulated. Hypothesis one was tested using independent t-test while hypothesis two was tested using one-way Analysis of Variance, at 0.05 level of significant.

H₀₁: *There is no significant difference between male and female lecturers' use of e-learning software used to assess students during Covid-19 pandemic.*

Table 2: The t-Test Showing Difference Between Male and Female Lecturers' Use of E-learning Software Used to Assess Students During Covid-19 Pandemic

E-learning Software Used to Assess Students During Covid-19 Pandemic								
Gender	NO	Mean	Std.	Df	Ca.t-value	Tab.t-value	Sig.	Decision
Male	101	48.65	5.89	179	0.543	1.645	0.411	NS
Female	69	47.14	5.24					
P > 0.05								

between male and female lecturers in the use of e-learning software for teaching and learning during covid-19 pandemic. The table reveals that the calculated sig. (0.430) is greater than the chosen sig. (0.05), computed at 0.05 level of significance. Since the calculated sig (0.411) greater than the chosen sig (0.05), the hypothesis is not rejected, that there is no significant difference between male and female lecturers' use of e-learning software used to assess students during covid-19 pandemic ($t_{(179)} = 0.3543$; $p > 0.05$).

H₀₂: *There is no significant difference in lecturers' use of e-learning software to assess students during Covid-19 pandemic based on departments.*

Table 3: The ANOVA Showing Difference in Lecturers' Use of E-learning Software to Assess Students During Covid-19 Pandemic Based on Departments

Students During Covid-19 Pandemic Based on Departments									
Source of Variance	Sum of Square	Df	Mean Square	Cal. value	F-Tab. value	F-Sig.	Remarks		
Between Groups	6,756.32	8	844.54						
Within Groups	104,139.00	171	609.00	1.39	1.98	0.226	NS		
Total	110,895.32	179							
P < 0.05									

Table 3 shows analysis difference in lecturers' use of e-learning software to assess students during Covid-19 pandemic based on departments. The table reveals that the calculated sig. (0.226) is greater than the chosen sig. (0.05), computed at 0.05 level of significance. Since the calculated sig (0.226) is greater than the chosen sig (0.05), the hypothesis is not rejected, which implies that there is no significant difference in lecturers' use of e-learning software to assess students during Covid-19 pandemic based on departments ($F_{(8,179)} = 0.226$; $p > 0.05$).

Discussion

Based on the data collected and analyzed LMS Module, Computer-Based-Test (CBT) and Google Form were frequently used to assess students during Covid-19. Google Classroom was occasionally used while Google Meet and Microsoft Team were never used for students' assessment during Covid-19 pandemic. This finding could be attributed to the fact that the university authority paid for authorization of LMS Module, Hence, all the faculties in the university made use of this software. The use of CBT in assessing the students is also attributable to the fact that there are six CBT room that can accommodate 2000 students at a time. The finding agrees with Kwaji, Sylvester & Christopher, (2017) assessed e-learning facilities for effective teaching and learning of building trades in Benue State Technical Colleges. The finding also supports Kwaji, Sylvester & Christopher, (2017) that e-learning facilities such as Computer (palmtop, desktop, and laptop size), Internet services, Computer Aided Drawing software's (AUTOCAD, REVIT, ARCHICAD), Projector, Video conferencing, Teleconferencing, an electronic device for marking multiple choice questions among others are inadequate. The present finding also agrees with Eze1, Chinedu-Eze & Bello (2018) that M-University's e-learning facilities are adequate and accessible to users, and most teachers are comfortable with utilization of various facilities during classes compared to most public tertiary institutions although. The finding supports (Adetona, Ogunyemi. & Oduntan, 2021) that e-learning was employed for various aspects of learning including lectures (87.7%), quizzes (37.8%), assignments (69.6%), practical classes (15.2%) and examination (17.4). It is also in agreement with (Almahasees, Mohsen & Amin, 2021) showed that the common online platforms in Jordan were Zoom, Microsoft Teams offering online interactive classes, and WhatsApp in communication with students outside the class.

The finding disagrees with Oluwalola and Awodiji (2019) that e-learning facilities were occasionally utilized for teaching and learning activities of business and management courses in universities in Kwara State. It is also in contrary to (Ebuk & Olowonefa, 2019) who examined the e-learning facilities that can enhance quality of teaching and learning of educational management in Nigerian universities: a study of university of Abuja. Ebuk & Olowonefa, (2019) discovered among others that teachers do not use e-learning technologies like projector, video conferencing, internet, radio broadcast and online classroom discussion boards to enhance quality teaching and learning of educational management in university of Abuja. The finding also disagrees with Atsumbe, Raymond, Enoch & Duhu, Patrick (2021) that e-learning infrastructures are not adequate in the university for teaching and learning. The finding not in support of (Tauhidah, Jayanti, Rahmasiwi, Pamungkas & Saifulloh, 2021)'s finding that WhatsApp, Google Classroom, and Zoom remain the most used e-learning platforms in Indonesian universities due to their accessibility and affordability. Another finding showed that there was no significant difference between male and female lecturers' use of e-learning software used to assess students during covid-19 pandemic. This finding disagrees with (Osuafor & Ofor, 2015) that mean rating of male and female educators' utilization of e-learning facilities for teaching was not significantly different however, both groups utilized the e-learning facilities to a moderate extent. The finding agrees with Fomsi and Orduah (2017) that there was no significant difference between the mean scores of the male and female model primary school teachers in the use of ICT and no significant difference between the mean scores of female model primary school teachers in Port Harcourt City Council and Obio-Akpor Local Government Areas in the use of ICT. The finding also agrees with (Marimuthua, Chone, Heng, Nah & Fene, 2013) that there was no significant difference in the online learning experience between the male and female students.

The finding agrees with Zhonggen (2021) that there were no significant gender differences in e-learning outcomes except in a few countries. The finding also supports (Okocha, 2021) that

lecturers' gender use of e-learning facilities and job effectiveness in the University of Ibadan was not significant. The last finding revealed that there was no significant difference in lecturers' use of e-learning software to assess students during Covid-19 pandemic based on departments. The finding supports (Eze1, Chinedu-Eze & Bello, 2018) that most teachers are comfortable with utilization of various facilities during classes. The finding agrees with Oluwalola and Awodiji (2019) that there was no statistically significant difference within the group. This finding disagrees with Ebuk and Olowonefa (2019) that teachers do not use e-learning technologies like projector, video conferencing, internet, radio broadcast and online classroom discussion boards to enhance quality teaching and learning of educational management in university of Abuja. The finding also disagrees with (Atsumbe, Raymond, Enoch & Duhu, Patrick, 2021) that e-learning infrastructures are not adequate that lecturers have computers but they did not use them for teaching, learning and assessment.

The finding contravenes the finding of (Osuafor & Ofor, 2015) who observed that with regards to subject specialization, Biology teachers had the highest mean rating of 2.69 followed by chemistry teachers (mean = 2.67), then physics (2.65). Mathematics teachers had the least mean rating (mean = 2.20). The finding disagrees with (Yusuf, Maina & Dare, 2013) that most teachers were not competent in the use of e-learning facilities as the management of these facilities requires training and re-training. The finding agrees with (Aina and Ogegbo, 2021) that lecturers were able to manage the teaching and assessment processes during the Covid-19 school restrictions, using a combination of platforms such as Blackboard-collaborate, WhatsApp, Kahoot, and Google Classroom. The finding also revealed that a wide variety of teaching and assessment methodologies, including small group work, collaborative learning, case methods, discussion posts, multiple choice quizzes, chats, game activities, open-ended questions, and essays were utilized on these platforms. It also agrees with (Adetona, Ogunyemi. & Oduntan, 2021) that e-learning was employed for various aspects of learning including lectures (87.7%), quizzes (37.8%), assignments (69.6%), practical classes (15.2%) and examination (17.4). The finding supports (Okocha, 2021) that lecturers recognized that the use of e-learning facilities could enhance their job effectiveness. Majority of them do not often use electronic board.

Conclusion and Recommendations

LMS Module, Computer-Based-Test (CBT) and Google Form were financed by the university and made assessment procedures to be unique during Covid-19. Hence, all the lecturers in the university made use of this software. Lecturers in the university irrespective of gender and departments use these e-learning facilities equally. The followings recommendations were put forward:

1. Given the potential benefits that could be derive from the use of e-Learning facilities for the classroom instruction, University management should equip schools with modern e-Learning facilities to foster the teaching, learning assessment.
2. To foster active and autonomous lifelong learning, lecturers should integrate the use of e-learning facilities into teaching and learning not only when there is pandemic.
3. The use of e-Learning facilities demands regular power supply and maintenance, the university is therefore, encouraged to have steady power supply in the use of e-Learning facilities.

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