

Lecturers' Awareness and Attitude towards Utilization of E-Learning Tools for Instructional Delivery in Colleges of Education in Niger State

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Abstract

The study investigates lecturers' awareness and attitude towards utilization of e-learning tools for instructional delivery in colleges of education in Niger State. The study adopted descriptive survey design. The study adopted descriptive survey design. The population of this study comprised of 665 lecturers from Federal College of Education Kontagora and Niger State College of Education Minna Niger State respectively. Sample for the study was made up of 237 lecturers (149 male & 88 female). A random sampling technique was used to arrive at sampled used for the study. The research instrument named 'Lecturers' Awareness and Attitude towards Utilization of E-learning tools for Instructional Delivery was employed for the study and all items were presented using a 5-point Scale. The reliability of the research instrument was carried using 20 respondents' lecturers with the following reliability coefficient; awareness 0.89 and 0.87 alpha level using Cronbach respectively. The data collected from the administration of research instrument was analyse using mean and standard deviation for research instrument while t-test was used to analyse research hypotheses. The significance difference of the statistical analyses was ascertained at 0.05 alpha level of significance. Results; there was no significant difference between in the mean of male and female lecturers' on the level of awareness towards using e-learning tools for instructional delivery in Colleges of Education and there was no significant difference between in the mean of male and female lecturers' attitude towards use of e-learning tools for instructional delivery in Niger State Colleges of Education. Conclusion; lecturers are aware and had positive attitude on the use of e-learning tools for instructional delivery in colleges of education in Niger State.

Keyword: Awareness, Attitude and E-Learning Tools

Introduction

With the continued proliferation of technological tools and their early adoption by youth, Nigeria education system is challenged to unleash the power of these technologies and related digital media for

teaching and learning. In education, the learning process can be through face-to-face or e-learning tools and technology development leads to innovations, so that many emerging methods are identified in e-learning. The focus is more on the increasingly popular stage of higher

education and helps lecturers, students and institutions to develop further, but many of the lecturers are afraid and technology illiterate in using e-learning (Chiassonet *al* 2015). Many lecturers are confused in using e-learning method and therefore afraid of technological change, because they prefer their lectures to be deliver through traditional way of teaching (De, 2018).

Despite being notified, the lecturers did not heed the rules, many lecturers do not agree to change teaching from traditional or face to face to use e-learning tools, although the institutions of higher learning have provided the training to use e-learning tools. Chin and Osborne (2018) indicated that in teaching with e-learning, the lecturer strives to make the communication of the message to be conveyed in learning appropriately to students as a whole, besides that when giving constructive feedback, the lecturer as a supporter finds a way to promote positive messages and criticism from students and thereby makes learners become independent and understand peoples need to learn according to their time. In teaching with e-learning tools, lecturers must have cognitive and metacognitive strata so that learning is achieved (De, 2018).

E-learning, recently have become more popular and is gaining wide acceptance as a “non-traditional” mode of accessing higher education. Throughout the world, higher institutions of learning are increasingly turning to e-learning to support and enhance their learning and teaching activities (Decman, 2015).

The term e-learning connotes electronic method of learning which is associated with

computerized learning in an interactive interface at the convenience of both the learners and lecturers. According to Ezeet *al.* (2018) e-learning education is concerned with the holistic in corporation of modern telecommunication equipment and ICT resources into the education system. Parks (2013) posited that the word “e” should refer to “everything, everyone engaging and easy” in addition to electronic”. The benefits of the e-learning tools include better content delivery, interactivity, quality content delivery and confidence of both learners and lecturers in the educational sector. Pingle (2011) opined that e-learning system will completely reduce the issues of insufficient classrooms for lectures as student can easily take the lectures online without any disruption at their convenience. Also, e-learning tools afford students and lecturers to participate in classes in their comfort zone, with basic amenities they need when compared to the traditional teaching method where sometimes these basic amenities are not available for conducive learning. Despite the advantages of the e-learning tools, its awareness still at its infancy and early adoption stage in our schools in Niger State in particular.

Chinedu (2008) viewed awareness as the conditions of being aware and able to understand what is happening around one. In the context of this study and in agreement with the above views, awareness implies understanding and knowledge of the activities and events going on around one’s environment. Looking at the attitude as one of the variables in this study is also crucial towards use of e-learning tools for

instructional delivery in colleges of education.

According to Edo (2016) students' attitude is a key factor for a proper implementation of e-learning tools and one of the main reasons to differentiate whether e-learning tools is efficient. It is important for lecturers to know how to implement e-learning tools in their various subjects, in order to have positive attitude towards it and gender of lecturers need to be considered.

Appiah-Boateng (2011) researchers agreed that the gender gap in e-learning tools awareness may be the reason which has narrowed significantly among lecturers. Stephen and Asiimwe, (2013) found that females in general tend to exhibit less favorable to computer attitudes. Stephen and Stephen and Asiimwe (2013) asserted that female lecturers possess more positive attitudes than their male peers. Investigations have reported that gender has no significant effect on user attitude (Alakpodia, 2014). The inconsistencies in these findings necessitate the study on lecturers' awareness and attitude towards utilization of e-learning tools for instructional delivery in colleges of education in Niger State.

1.2 Statement of the Research Problem

Over the years, the most common use of instructional delivery in Nigeria particularly for the colleges of education has been the conventional method of teaching. Sadly, this form of teaching method has been characterized by numerous problems such as pace leaning and learning at any distance apart from been in the classroom, thereby

denying students that need to listen to instructional delivery repeated before they can learn better and carry along. This disturbing trend in Nigeria colleges of education shows a serious threat to education of slow learners that need to listen to instructional delivery repeatedly. However, researchers have revealed that e-learning can be an alternative way of curbing this problem. If instructions are to be conducted by the lecturers through e-learning tools mode in colleges of education in Niger State, are the lecturers aware of e-learning tools? More so, what attitude would lecturers have towards it in Niger State? What is the level of awareness of lecturers towards using e-learning tool? It is on this note that the researcher intends to find out lecturers' awareness and attitude towards utilization of e-learning tools for instructional delivery in colleges of education in Niger State.

Aim and Objectives of the Study

The aim of this study was to determine the lecturers' awareness and attitude towards utilization of e-learning tools for instructional delivery in colleges of education in Niger State. Specifically, the study:

1. Examined level of lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education.
2. Determined the level of awareness of male and female lectures towards the use of e-learning tools for instructional delivery in Colleges of Education.

3. Examined lecturers' attitude in the use of e-learning tools for instructional delivery in Colleges of Education.
4. Examine the attitude of male and female lecturers towards the use of e-learning tools for instructional delivery in Colleges of Education.

Research Questions

The following research questions were raised to guide the study:

1. What is the mean response of lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education?
2. What are the mean responses of male and female lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education?
3. What is the mean response of attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education?
4. What are the mean of attitude of male and female lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education?

Research Hypotheses

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

- Ho₁: There is no significant difference between mean of male and female lectures awareness towards use of e-learning tools for instructional delivery in Colleges of Education.
- Ho₂: There is no significant difference between mean responses of attitude of lecturers' towards use of e-

learning tools for instructional delivery in Colleges of Education.

Methodology

The research design that was adopted for this study was a descriptive survey design. The population of this study comprised of 665 lecturers from both Federal College of Education Kontagora and Niger State College of Education Minna Niger State respectively. Sample for the study was made up of 237 lecturers (149 male & 88 female) from FCE kontagora and Niger State College of Education. A random sampling technique was used to arrive at sampled used for the study, the reason for using this technique was for every respondent to be given equal opportunity of being selected. The instrument for the research named 'Lecturers' Awareness and Attitude towards Utilization of E-learning tools for Instructional Delivery was employed for the study. The questionnaire was a close-ended questionnaire and it consists of three sections (Sections A, B & C). Section A was used in collected demographic data of the respondents, Section B consists of statements on lecturers' awareness towards the use of e-learning tools for instructional delivery while Section C was used in gathered data on lecturers' attitude towards use of e-learning tools for instructional delivery. All items were presented using a 5-point Scale in which Strongly Agree (SA) was awarded 5 points, Agree (A) was awarded 4 points, Undecided (U) was awarded 3 points, Disagree (D) was awarded 2 points and Strongly Disagree (SD) was awarded 1 point. Validated of the instrument was done by two experts in Educational

Technology and Education Psychology. The reliability of the research instrument was carried using 20 lecturers and the following reliability coefficient were obtained, awareness 0.89 and attitude 0.87 alpha level using Cronbach respectively. The data collected from the administration of research instrument was analysed using mean and standard deviation for research instrument

while ANOVA was used to analyse research hypotheses. The significance difference of the statistical analyses was ascertained at 0.05 alpha level of significance.

Results

Research Question One: What is the mean response of lecturers' awareness on the use of e-learning tools or instructional delivery in Colleges of Education?

Table 1: Mean and standard deviation on lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education

SN	Item	N	Mean	Sd	Decision
1	The use of e-learning tools for instructional delivery will create awareness to the lecturers' as a mode of instruction.	237	3.47	1.39	Agee
2	Am aware that e-learning tools can be used for instructional delivery in colleges of education	237	3.33	1.24	Agee
3	Am aware that using e-learning platform for instructional delivery would yield good result on students than conventional teaching.	237	3.32	1.31	Agee
4	Am aware that e-learning tools encourages learning without boundary.	237	3.75	1.19	Agee
5	Am aware that e-learning tools can curb examination malpractices in colleges of education.	237	3.37	1.26	Agee
6	E-learning tools as a mode of instructional delivery can reduce examination cost.	237	3.42	1.324	Agee
7	E-learning tools can be used to monitor academic progress of students through assignment submission with stipulated time.	237	3.36	1.26	Agee
8	Am awareness that e-learning tools develop lecturers' course writing skill.	237	3.03	1.31	Agree
9	Am aware that e-learning platform encourage collaborative learning amongst students to students and lecturers to students.	237	3.18	1.38	Agee
10	Am aware e-learning tools is a reliable means of learning.	237	3.13	1.34	Agee

Decision mean 3.0

Table 1 Indicate mean and standard deviation of mean response of lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education. It was agreed with the mean values ranging from 3.03 to 3.75. From the

analysis, it was revealed that lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education is positive. The implication is that, the awareness on the use of e-learning tools for instructional delivery in Colleges of

Education is positive since all the ten items mean of 3.0.
on awareness show agree based on decision

Research Question Two: What are the mean responses of male and female lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education?

Table 2: Mean and standard deviation of male and female lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education

Gender	N	Mean	Sd
Male	149	34.34	9.49
Female	88	35.39	9.60

Table 2 shows the mean and standard deviation of male and female lecturers' awareness on the use of e-learning tools for instructional delivery in Colleges of Education. From the result, it can be seen that mean and standard deviation of male and female are; male $\bar{X} = 34.34$, $SD = 9.49$ and $\bar{X} = 35.39$, $SD = 9.60$, the mean difference is 1.05 in favour of female lecturers awareness.

Research Question Three: What is the mean response of attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education?

Table 3: Mean and standard deviation of mean response of attitude of lecturers' towards' use of e-learning tools for instructional delivery in Colleges of Education

SN	Item	N	Mean	Sd	Decision
1	I prefer using e-learning tools to conventional methods in teaching and learning.	237	3.38	1.41	Agree
2	I believed that e-learning tools is a good platforms where I can update my knowledge and skills.	237	3.38	1.23	Agree
3	I like using internet to teach my students.	237	3.39	1.31	Agree
4	Using e-learning tools can improve lecturers and students intellectuals through sharing of ideas and knowledge.	237	3.67	1.21	Agree
5	Participating using e-learning tools as a mode of instructional delivery would improve my ICT skills.	237	3.41	1.21	Agree
6	I believe that course materials delivered through e-learning tools can assist me in some area of difficulties or new courses introduced in my department.	237	3.40	1.27	Agree
7	E-learning tools as a mode of instructional delivery to the students is a way of encouraging pace learning.	237	3.46	1.25	Agree
8	Using my e-learning tools to deliver results to my students change my attitude towards it.	237	3.27	1.34	Agree
9	I always read assignment and projects of my students on e-learning tools.	237	3.16	1.35	Agree
10	E-learning tools safe in the instructional delivery process.	237	3.12	1.25	Agree

Decision mean 3.0

Table 3 shows mean and standard deviation of attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education. It was agree with the

mean values ranging from 3.12 to 3.67. From the analysis, it was revealed that attitude of lecturers towards use e-learning tools for instructional delivery in Colleges of Education is positive. The implication is

that, attitude of lecturers towards use of e-learning tools for instructional delivery in Colleges of Education is positive, since all the ten items on attitude show agree based on decision mean of 3.0

Research Question Four: What are the mean of attitude of male and female lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education?

Table 4 Mean and standard deviation of male and female lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education

Gender	N	Mean	Sd
Male	149	34.80	9.13
Female	88	35.31	9.66

Table 4 shows the mean and standard deviation of the male and female lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education. From the result, it can be seen

that mean and standard deviation of male and female are; male $\bar{X} = 34.80$, SD = 9.13 and $\bar{X} = 35.31$, SD = 9.66, the mean difference is 0.51 in favour of female lecturers' attitude.

Hypothesis One: There is no significant difference between mean of male and female lectures awareness towards use of e-learning tools for instructional delivery in Colleges of Education

Table 5: ANOVA analysis of male and female lectures awareness towards use of e-learning tools for instructional delivery in Colleges of Education

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	60.310	1	60.310	.664	0.42
Within Groups	21358.407	235	90.887		
Total	21418.717	236			

Table 5: shows the hypothesis that stated that no significant difference between mean of male and female lectures awareness towards use of e-learning tools for instructional delivery in Colleges of Education was tested. The finding in (table 6) showed $f = 0.664$

with $p = 0.42$ since $p > 0.05$, H_{01} , was accepted. Therefore there was no significant difference between the mean of male and female lectures awareness towards use of e-learning tools for instructional delivery in Colleges of Education in Niger State.

Hypothesis Two: There is no significant difference between mean of male and female attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education in Niger State.

Table 6: ANOVA analysis of male and female attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education

	Sum of Squares	Df	Mean Square	F	P
Between Groups	14.286	1	14.286	.164	0.68
Within Groups	20458.676	235	87.058		
Total	20472.962	236			

Table 6: shows the hypothesis that stated that no significant difference between mean of male and female attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education was tested. The finding in (table 6) showed $f = 0.164$ with $p = 0.68$ since $p > 0.05$, H_{02} , was accepted. Therefore there was no significant difference between mean of male and female attitude of lecturers' towards use of e-learning tools for instructional delivery in Colleges of Education.

Discussion of Findings

There was no significant difference between mean of male and female lecturers' on the level of awareness towards using e-learning tools for instructional delivery in Colleges of Education. The study is in support of Khalid (2016) who carried out study to evaluate English teachers' awareness and perceptions in using e-learning tools. The result of the study showed that English teachers are aware and familiar with popular e-learning tools and perceived its usefulness in teaching and learning. This is contrary to the study of Olibie *et al* (2014) who investigate the extent of awareness of virtual learning among students in two public universities. The findings revealed that there was significant difference between male and female students' awareness of what

constitutes virtual learning and its benefits. It also disagreed with the study of Ugwu and Ohimekpen (2015) who carried out study on the level of awareness and use of e-learning resources by secondary school teachers. The result of the study showed that a number of the teachers are not computer literate and are not aware of e-learning resources.

There was no significant difference between mean of male and female lecturers' attitude towards use of e-learning tools for instructional delivery in Niger State Colleges of Education. This is in support of the study of Olafare *et al* (2017) who carried out study on information and Communication Technology (ICT) has transformed the global education system in the areas of teaching and learning to achieve the Sustainable Development Goals (SDGs). It was revealed that lecturers had positive attitude towards the use of ICT, no significant difference was established between male and female lecturers in their attitude. The study agree with the study of Akbarilakeh, Alireza and Hossein (2019) who examined the attitude of faculty members towards e-Learning at Shahid Beheshti University. The results of this study show that the attitude of faculty members is positive towards using appropriate e-learning. This is contrary to the study of Harisa (2020) who investigated

the lecturers' attitudes towards online teaching in the learning process. The study revealed that the problem is that many lecturers in Tangerang City area are afraid of using technology and some of them are stuttered and technology illiterate. Also in disagreement with study of Edo (2016) who investigated attitude of academic staff towards utilization of e-learning in teaching and learning in the universities in Rivers State. The result indicated that academic staff attitude to e-learning is poor. This is because most of the academic preferred conservative mode of using chalkboard.

Conclusion

In this study, effort has been made to investigate the lecturers' awareness and attitude towards utilization of e-learning tools for instructional delivery in Colleges of Education in Niger State. From the findings of this study, it is concluded that, lecturers in colleges of education are having positive awareness and attitude towards utilization of e-learning tools for instructional delivery in Colleges of Education in Niger State. Majority of respondents favoured the use of e-learning tools for instructional delivery. More importantly, they believe that the use of e-learning tools will give room for learners to learn at their own pace. Also, most of the respondents agreed that the use of e-learning tools is a good platforms where knowledge and skills can be impacted. However, while there was no significant difference between male and female

lecturers' in the level of awareness and attitude on the use of e-learning tools for instructional delivery in Colleges of Education in Niger State. Furthermore, based on the finding of this study, it is also concluded that lecturers are aware and had positive attitude on the use of e-learning tools for instructional delivery in colleges of education in Niger State.

Recommendations

The following recommendations are proffered based on the findings of this study:

1. E-learning training, particularly on the use of e-learning tools for instructional delivery in higher institution of learning should be organized by appropriate governments' agencies for the lecturers of colleges of education in Niger State. This will enable the lecturers to acquire basic skill needed on e-learning tools for effective and efficient instructions delivery.
2. Governments should make available enough funds to maintain e-learning facilities so as to encourage lecturers in using the platform for instructional delivery.
3. Both lecturers and students should be encouraged and taught on how to make their e-learning tools for educative purpose rather than entertainment. This will go a long way helping both lecturers and students in the instructional delivery process.

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