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EVALUATION OF USE OF E-LEARNING FACILITIES IN THE EDUCATIONAL DELIVERY SYSTEM IN UNIVERSITIES ENUGU STATE DURING COVID-19 PANDEMIC

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ABSTRACT
This study examined the extent of use of e-learning facilities in the educational delivery system in Universities in Enugu State during COVID-19 pandemic. Two specific purposes and two corresponding research questions were raised to guide the study. The population of the study comprised 2,687 staff in Enugu State University of Science and Technology, Enugu Simple random sampling technique was used to sample 200 academic staff that is 7% of the entire population. The instrument used to obtain data was a structured online Questionnaire constructed by the researcher and online interview using phone call for some of the respondents that are not in social media. The instrument used was validated. The data collected were analyzed using mean statistics. The findings showed that e-learning facilities are used for teaching in tertiary institution, used for data base and also used for making research. Also, it was found that poor utilization of e-learning facilities leads poor teaching achievement, leads to poor presentation of teaching, makes teaching uninteresting and also makes some teachers to be absent during lecture periods. Based on the findings of this study, the researchers recommended that enough computers should be purchased by the schools for successful implementation of e-learning system. The e-learning system should be accessible both on Local Area Network (LAN) and on internet. And seminar, workshop and training should be organized for the academic staffs for proper utilization of e-learning.

Keywords: E-learning Facilities System, educational delivery system in tertiary institutions and COVID-19 pandemic

Introduction

The recent outbreak of the Coronavirus pandemic increased the gaps in the education sector globally. Though, the Coronavirus pandemic is novel, but it already has noxious effects on humanity. COVID-19 outbreak has created educational disruptions, and global health concerns that proved very difficult to

manage by global health systems. As at now, no nation or race across the world is immune from the coronavirus pandemic, and the entire world seems overwhelmed by the speed of the spread and the devastating effects of COVID-19. The recent outbreak of the Coronavirus pandemic increased the gaps in the education sector globally. Though, the Coronavirus pandemic is novel, but it already has noxious effects on humanity. COVID-19 outbreak has created educational disruptions, and global health concerns that proved very difficult to manage by global health systems.

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The surfacing of computer and other electronic gadgets and the global connectivity of internet and networks improve man's resourcefulness and opportunities given that societies consciously depend on real-time information to be practical and to discount the effects of environmental changes (Eze and Chinedu-Eze, 2018). Entities attempt to cope with disruptive technologies; they make huge investment in the state of the art ICT platforms owing to the need to build competitive advantage amidst decreasing cost of technologies in the contemporary information systems (IS) market (Oliver, 2019). ICT is an agent of socio-economic changes (Anigbogu, 2018) and a force for creative destruction in human existence, especially in the educational milieu, where the academia and consultants progressed from providing simple teaching aids to interactive learning environments especially during this period of COVID-19 pandemic. Higher education institutions have embarked on rigorous programs that promote the use of ICTs for effective contact and online teaching and learning and for developing cognate skills needed to make socio-economic contributions in the knowledge world. Scholars (Ikediugwu and Obiakor, 2020) opined that the IT-based innovations (e.g. e-commerce, e-learning, e-payment, e-service, or e-procurement) revolutionize the Higher education institutions' competitive landscape and reflect the dramatic evolution from fairly predictable brick-and mortar affairs to rapidly changing and often more unpredictable environment. E-learning is one of the most significant educational innovations driven by expanding array of technology enabled platforms that offer potential learners an alternative and innovative learning environment compared with traditional learning and, thus, represents IT-based innovation in education (Bates, 2017). While some use e-learning to refer to pieces of content packaged using technical infrastructures, others consider it an on-line self-study, and yet others see it as encompassing on-going learning and joint effort. E-learning or computer-based learning

is a learning process that involves the connection of digitally conveyed content, system-based administrations and mentoring bolster (Markus and Robey, 2017). With Tom Friedman's mantra of the world is flat driven by ICT platforms, e-learning salvages HEIs given that they can rarely assemble trainees and students at a single location and get them trained on new systems, products or processes.

Further, studies (Nwankwo, 2018) show that e-learning adoption by vast number of Higher education institutions, professional organizations and learners during COVID-19 is motivated by geographical and saw remote reach, separate learning environment, juicy paybacks/returns, continuous upgrades of skills within a short time, learners' control in terms of adaptability, flexibility and convenience, and cost effectiveness in course/programme delivery and management. In the developing countries, Higher education institutions are facing poor funding and dearth of qualified staff, resources and access to educational materials (Obiakor 2019) compared to those in the developed economies and they perceive that e-learning, with all its potentials, pools resources and develops quality materials to alleviate the shortcomings of their traditional education strategies and make the Higher education institutions more competitive since instructors are empowered to exchange their ideas with students devoid of restrictions on space, time or facilities (Anigbogu, 2018). However, in spite of the obvious advantages of e-learning adoption in the developing economies, its adoption is rather too low because of the high illiteracy rate and poor educational funding by the federal and state government. Therefore, based on this background, the study tends to investigate the utilization of e-learning facilities in the educational delivery system of tertiary institutions in Enugu State during covid-19 pandemic.

Statement of Problem

The COVID-19 pandemic ravaging the world has taken its effects on many sectors of the economy especially in Nigeria. This effect is also evident in the Nigeria educational sector has the academic session was halted by the Federal ministry of education in order to curtail the spread of this virus in educational institutions. Although, this decision came as a shock to many educational institutes as many of these institutions were not prepared for the sudden disruption, others have seen it as a step in the right direction. The challenge then remains how this pandemic affect students will and academic calendars hence, the use of e-learning as an alternative learning method. However, despite the immense benefits of the e-learning platforms available, not many Nigerian universities have embraced it. Enugu State University of Science and Technology has some difficulties of poor awareness and poor infrastructures and abysmal management commitment to interactive knowledge environment (Oliver, 2019). Also, this institution and many others may have suffered limited resources and awareness, inadequate manpower and training, instability in energy, and poor internet and network facilities in their bid to exploit complete utilization of e-learning

facilities. Based on this aforementioned problem, the researcher investigates the utilization of e-learning facilities in the educational delivery system of tertiary institutions in Enugu State during covid-19 pandemic.

Research Questions

The following questions were raised to guide the research:

1. To what extent does e-learning facilities are utilized in tertiary institutions?
2. To what extent does extent poor utilization of e-learning facilities affect tertiary institutions?

Research Method

The research design adopted for this study was a survey design. The study was carried out in Enugu State university of Science and technology, Enugu (ESUT) which is located in Enugu North Local Government Area. The population of the study consists of all the academic staff in Enugu State University of Science and Technology, Enugu with a population of 2,687 staff. Source of the data was from Enugu State university of Science and technology establishment and record office. The sample was collected using the simple random technique to draw 200 staff from the entire population which is 7% of the population in Enugu State university of Science and technology, Enugu The instrument that was used for this study is a structured online Questionnaire constructed by the researchers and online interview using phone call for some of the respondents that are not in social media. The questionnaire was made of two sections; section A and section B. Section A contains the personal data of the respondent while Section B contained the (8) eight question items that are related to research question, structured along four point Likert rating scale provided for the respondents to make their responds as follows: Very High Extent (VHE); High Extent (HE); Low Extent (ME); Very Low Extent;(LE). The instrument was face-validated by three experts who are lecturers (teaching M.Ed) in University of Nigeria Nsukka. The advice, criticisms, re-arrangements and corrections given by these experts was used to readjust the instrument to ensure its validity. The researcher employed a Test-Retest method. This method can be described as a system where a respondent who had completed a questionnaire previously was asked to do so at a later date, after two weeks. After this, the two responses are compared using
correlation analysis. The researchers after giving out the questionnaires to the respondents to elicit their responses on two different occasions, collected it from them, and used the data obtained to compute their correlation which yielded 0.95 using Pearson Product Moment Coefficient. When the data collecting instrument was ready after validating and testing their reliability, the researcher posted the questionnaire on the individual telegram and use phone call to interview respondents that are not in the social media. Mean analysis method was used to analyze the data. The decision rule was any mean up to 2.50 and above will be accepted as “Agree”, while a mean score below 2.50 was rejected as “Disagreed”

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Presentation of Results

Research Question One: To what extent does e-learning facilities are utilized in tertiary institutions during

COVID-19?

Table 1: analyses of data on extent e-learning facilities are utilized in tertiary institutions during COVID-19

S/N	Questionnaire Items	VHE	HE	LE	VLE	N	∑FX	X	DEC
1	e-learning facilities are used for teaching in tertiary institution	100	60	25	15	200	645	3.23	A
2	e-learning facilities are used for data base	80	30	10	80	200	510	2.55	A
3	e-learning facilities are used for research	80	40	20	60	200	540	2.70	A
4	e-learning facilities are used for cybercrime security	60	34	16	90	200	464	2.32	D
	Grand mean							10.80	

The results of the analyses in table 1 revealed that items 1, 2, and 3 had mean rating of 3.23, 2.55, 2.70 respectively. These mean ratings are greater than the cut-off point of 2.50. the implication is that the respondents were in agreement that e-learning facilities are used for teaching in tertiary institution, used for data base and also used for making research. While item 4 has the mean score less than cut-off mark, indicating that e-learning facilities are not used for cybercrime security

Research Question Two: To what extent does extent poor utilization of e-learning

facilities affect tertiary institutions during COVID-19?

Table 2: Analyses of data on the extent poor utilization of e-learning facilities affect tertiary institutions during COVID-19

S/N	Questionnaire Items	VHE	HE	LE	VLE	N	∑FX	X	DEC
5	Poor utilization of e-learning facilities leads poor teaching achievement	80	70	30	20	200	610	3.1	Agree
6	Poor utilization of e-learning facilities leads to poor presentation of teaching	95	71	34	-	200	7029	3.3	Agree
7	Poor utilization of e-learning facilities makes teaching uninteresting	80	88	23	9	200	639	3.2	Agree
8	Poor utilization of e-learning facilities makes some teachers to be absent during lecture periods	70	65	40	25	200	580	2.9	Agree
	Grand mean							12.50	

The results of the analyses in table 2 revealed that items 5, 6, 7 and 8 had mean ratings of 3.1, 3.3, 3.2 and 2.9 respectively. These mean ratings are greater than the cut-off point of 2.50. The implication is that the respondents were in agreement that Poor utilization of e-learning facilities leads poor teaching achievement, leads to poor presentation of teaching, makes teaching uninteresting and also makes some teachers to be absent during lecture periods.

Discussion of Findings

Research question one sought to find out the extent e-learning facilities are utilized in tertiary institutions during COVID-19 in Enugu State university of Science and technology, Enugu. (ESUT). The study established that e-learning facilities are used for teaching in tertiary institution, it is used for data base and also used for making research. E-learning is one of the most significant educational innovations driven by

expanding array of technology enabled platforms that offer potential learners an alternative and innovative learning environment compared with traditional learning and, thus, represents IT-based innovation in education (Bates, 2007; Wang, 2009). While some use e-learning to refer to pieces of content packaged using technical infrastructures, others consider it an on-line self-study, and yet others see it as encompassing on-going learning and joint effort. E-learning or computer-based learning is a learning process that involves the connection of digitally conveyed content, system-based administrations and mentoring bolster (Markus and Robey, 1998).

Research question two sought to find out the extent poor utilization of e-learning facilities affect tertiary institutions during COVID-19in Enugu State university of Science and technology, Enugu. (ESUT). The results of the data analyses revealed that Poor utilization of e-learning facilities leads poor teaching achievement, leads to poor presentation of teaching, makes teaching uninteresting and also makes some teachers to be absent during lecture periods. Researchers and analysts in Nigeria have shown interest in Higher Education Institutions' adoption of e-learning because its tons of barriers. One of such barriers is the instructors' inability to assist students build up capacity and information needed to make them utilize e-learning facilities adequately. In addition, students are confronted with other difficulties amidst their studies; there are absence of teaching methods in their educational programs, absence of user touch and feel in their e-learning stage, absence of vision and structure in executing e-learning (Kizito and Bijan, 2006; Oguzor, 2011), lack of specialized and social aptitudes required for the execution of e-learning and disappointment experienced in e-learning establishment.

Conclusion

Based on the analysis of data, discussion of findings, the researcher drew the following conclusions. E-learning facilities are used for teaching in tertiary institution, it is used for data base and also used for making research. E-learning is one of the most significant educational innovations driven by expanding array of technology enabled platforms that offer potential learners an alternative and innovative learning environment compared with traditional learning and, thus, represents IT-based innovation in education. When there is poor utilization of e-learning facilities, it leads poor teaching achievement, poor presentation of teaching, makes teaching uninteresting and also makes some teachers to be absent during lecture periods.

Recommendations

1. Enough computers should be purchased by the schools for successful implementation of e-learning system. The e-learning system should be accessible both on Local Area Network (LAN) and on internet.
2. More training / workshops should be organized for staff to enhance learnability of e-learning system.

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