AVAILABILITY AND UTILISATION OF E-LEARNING FACILITIES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN AWKA SOUTH LGA OF ANAMBRA STATE, NIGERIA

Chinyere Celina OKOYE PhD; Victoria Chidiebele UDENWA PhD; Grace Amam ONONIWU
cce.okoye@unizik.edu.ng; vc.udenwa@unizik.edu.ng; ononiwugrace@yahoo.com
08063689971; 08033072125; 08064867360

Abstract

The study investigated availability and utilisation of e-learning facilities in teaching and learning of English Language in secondary schools in Awka South LGA of Anambra State, Nigeria. Two research questions guided the study. Descriptive survey design was adopted. Researchers' selfdeveloped 11 items questionnaire, which was validated by three experts was used to collect data from 80 English Language teachers in the sampled schools. The reliability of the instrument was obtained using Kudder Richardson-20 and Cronbach Alpha methods, which yielded the coefficients of 0.86 and 0.75 respectively. Data collected were analyzed using frequency and percentage to answer research question one and mean to answer research question two. The findings of the study revealed that e-learning facilities for teaching and learning of English Language in secondary schools in Awka South LGA are not available. The findings of the study also revealed that the available e-learning facilities are utilised to a low extent. Based on the findings of the study, it was recommended among others that secondary school English Language teachers in particular and other teachers in general should be encouraged to be combining the use of conventional teaching approaches and technology in teaching and learning of English Language so as to be utilising e-learning facilities for effective understanding of the subject by the students.

Keywords: Availability, Utilisation, E-learning facilities, English Language, E-learning

Introduction

In the period of technological innovation and evolution, the society is characterised by the pace of digitalization in all walks of life, including education. The future of all education levels lies with digital transformation of instructional process. This transformation brings about a fundamental shift at all stages of curriculum delivery process, particularly in the mode of teaching and learning to integrate technologically-driven models. The availability of the internet provides the means for the use of electronic approach in teaching and learning known as e-learning, which can be used interchangeably as online learning, web-based learning and distance learning. According to Olusegun (2024) e-learning is a network that enables transfer of knowledge and skills and the delivery of education that is made to students at the same time or different times. This allows the use of e-learning facilities as the only means of accessing online learning. Contextually, e-learning is the process of delivering educational content through the internet or web and accessed using e-learning facilities.

E-learning facilities are the physical resources or technological infrastructure used to support online learning. They can as well be integrated into traditional classroom teaching to create a blended learning environment. Nicholas (2022) defined e-learning facilities as electronic devices ranging from interactive whiteboards, computers, projectors, e-notes, intranet, extranet, radio, television set, uninterrupted power supply (UPS), Central processing unit (CPU), printers, scanners, photocopiers, megaphones and microphones, used in the information and communication technology age to make learning easier and effective. With elearning facilities, teaching and learning in the classrooms can ultimately be transformed through online platforms, virtual classrooms and digital assessment. This

could be the reason for Olagundoye and Ogwuche's (2023) assertion that e-learning facilities infuse classrooms with digital learning tools such as computer and handheld devices to support learning, increases students' engagement and motivation as well as accelerates learning. The importance of e-learning facilities cannot be over emphasized. They can be used for teaching all subjects at all education levels particularly, secondary education due to nature of the education and the kind of students entering the education level.

Secondary education is described as the second tier of the three levels of education given to adolescents who are netizens for a functional and useful life in the rapidly changing world. At secondary education level, the curriculum is broad and diversified to cater for the students' differences in talents, opportunities and future roles in the society. The Federal Republic of Nigeria (FRN) in the National Policy on Education (NPE) specified that the broad aims and objectives of secondary education are to prepare students for higher education, workforce and useful living in the society (FRN 2004). This makes it imperative for e-learning facilities to be made available and utilised in their instructional process in order to foster in the students the 21st century digital skills as well as for global exposure. However, this could be achievable if the students are not only well equipped with the digital skills but also be exposed to the globally recognised subject in the school. Such subject is English Language.

English Language is the world's most acceptable and indispensable language for communication, education, trade, internet, media and so on. It is an important subject in Nigerian schools' curriculum as well as mode of instructional delivery for all school subjects except vernacular. Its indispensability lies in the fact that without a credit pass in the subject, one cannot gain admission into any institution of higher learning. In order words, students should have good knowledge of the subject not only for admission but also for effective functionality in the wider society.

Nowadays, technology has become one of the best means of curriculum delivery with or without school environment. This technology allows the use of e-learning facilities to improve the quality of teaching and learning particularly in English Language for a better students' academic achievement in the subject. The relevance of e-learning facilities in teaching and learning of English Language in secondary schools is in terms of its availability and utilisation. Lending credence to this, the Federal Republic of Nigeria stated in the National Policy on Education that government shall provide facilities and necessary infrastructure for the promotion of ICT and e-learning in schools (FRN, 2013). In the 21st century where teaching and learning has become digitally engaged, it is pertinent to draw attention to the availability and utilisation of e-learning facilities in the instructional process.

Availability is the state of something being in existence, accessible and handy. In this study, availability of e-learning facilities is the extent to which electronic devices are present and accessible by learners and teachers when needed. The facilities when accessible and applied in the instructional process can motivate and improve students' understanding of the contents of the lesson, increases teachers' efficiency as well as promotes their teaching productivity. Little wonder Ugwuanyi (2013) emphasized that no meaningful learning or transfer of what has been learned can take place if such learning occurs in a situation without relevant facilities and devices. The importance of availability of e-learning facilities for teaching and learning of English Language in schools cannot be overlooked due to their role in developing and equipping students with the 21st century abilities for survival in the contemporary society as well as capturing students' attention and interest in the instructional process. This could be the reason Maduewesi (2010) asserted that adequate availability of facilities and their utilisation have been positively associated to good performance in examination. Nevertheless, availability of facilities on its own cannot achieve the desired teaching and learning effectiveness but their utilisation can.

Utilisation means the process of putting something that is available and accessible into use or practice. Hornby in Ugwuanyi (2013) defined utilisation as making use of available services at the individual's disposal. Utilisation of e-learning facilities therefore is the practical application of e-learning facilities and devices to enhance or support teaching and learning process. However, utilisation cannot occur in a vacuum, there must be element of availability. This implies that without availability of resources there will be no utilisation. The relationship between availability of facilities and utilisation of such facilities is that the intended outcome in a programme will not come from a mere availability of facilities but from its utilisation. This is an indication that the achievement of goals and objectives of any school programme depends largely on the availability and utilisation of educational resources, because they enhance effective and efficient teaching and learning process. Generally, availability and utilisation of elearning facilities means the presence and practical application of electronic tools and devices for teaching and learning.

Nonetheless, several researchers have carried out researches on availability and utilisation of e-learning facilities. The study of Olagundoye & Ogwuche (2023) on assessment of availability and utilization of e-learning facilities in the learning of English Language among secondary school students in Ondo West Local Government Areas of Ondo State revealed that there were limited availability of e-learning facilities in most secondary schools in sampled area and that the level of utilisation of those facilities is poor. In addition, Eze, Chinedu-Eze & Bello (2018) revealed that e-learning facilities are utilised in the educational delivery to an average extent. Nwaukwa (2019) revealed that secondary school teachers utilise e-learning technologies for instructional delivery to a small extent due to some number of constraints. Also, in the study by Akanbi (2020), e-learning facilities for teaching senior school Physics were available but they were not utilised. Nwana, Ofoegbu and Egbe (2017) in their study revealed that many ICT resources needed for teaching of computer education are not available and as well as not being used by the teachers. Incidentally, the above results appear to be that in Nigerian secondary schools e-learning facilities seem not to be adequately available nor utilised. It is against this backdrop that this study was set to examine the availability and utilisation of e-learning facilities in teaching and learning of English Language in public secondary schools in Awka South LGA of Anambra State, Nigeria.

Statement of the Problem

English Language is a core and compulsory subject at both primary and secondary education levels. This requires that it should be taught using appropriate instructional materials. Nowadays, the widespread of technology has brought about the emergence of different e-learning facilities to enhance the teaching and learning process. Despite this, it was observed that in this technology era that secondary school teachers are still teaching English Language with conventional teaching approaches, thereby making learning environment dull and uninteresting. This may be an indication that e-learning facilities are not available for utilisation in the instructional delivery of the subject. This is a worrisome situation in lieu of the fact that e-learning facilities are ubiquitous. The problem if not properly addressed will continue to not only negatively affect students' performance in English Language in particular and other subjects in general, but also will limit their exposure globally. This indicates an obvious need for the use of e-learning facilities in teaching and learning of the subject. These facilities have the potential of actively engaging and involving students in the instructional process, which may in turn enhance their interest and motivation in learning the subject. In spite of the several instructional materials utilised over the years to solve the problem, yet, the problem still persists. The researchers are not aware of any current study on the availability and utilisation of e-learning facilities in teaching and learning of English Language in secondary schools in Awka South

LGA of Anambra State, Nigeria. Hence, the major question to answer is, what are the e-learning facilities available for teaching and learning and to what extent are they utilised by teachers for teaching and learning of English Language in secondary schools in Awka South LGA of Anambra State, Nigeria?

Purpose of the Study

The purpose of this study was to determine the availability and utilisation of e-learning facilities in teaching and learning of English Language in public secondary schools in Awka South LGA of Anambra State, Nigeria. Specifically, the study determined:

1. The e-learning facilities available for teaching and learning of English Language in secondary schools in Awka South LGA.
2. The extent to which e-learning facilities are utilised in teaching and learning of English Language in secondary schools in Awka South LGA.

Research Questions

1. What are the e-learning facilities available for teaching and learning of English Language in secondary schools in Awka South L.G.A?
2. To what extent are the available e-learning facilities utilized in teaching and learning of English Language in secondary schools in Awka South L.G.A.?

Method

The study adopted a descriptive survey design. Two research questions guided the study. The population of the study comprised 210 English Language teachers in the 19 public secondary schools in Awka South LGA. The sample size for the study comprised 80 English Language teachers obtained from the population. Simple random sampling technique was used to select 10 schools out of the 19 schools in study area. Out of the 10 selected schools, eight teachers each were selected from each of the school. "Availability of E-learning Facilities for Teaching and Learning of English Language Questionnaire (AEFTLELQ)" and "Utilisation of Elearning Facilities for Teaching and Learning of English Language Questionnaire (UEFTLELQ)" respectively were developed by the researchers and used as instrument for data collection. The instruments were structured on a 2-point rating scale of Aware and Not Aware for research question one and 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) for research question two respectively. The instrument contained 11 items and was duly validated by three experts. The reliability of the instrument was obtained using both Kudder-Richardson-20 and Cronbach Alpha methods respectively, which yielded the coefficients of 0.86 and 0.75 respectively. This according to Nworgu (2015) was high enough and adequate for the study. Data were analyzed using frequency and percentage to answer research question one and mean to answer research question two. The cut-off point for accepting percentage score was put at 50% for research question one while that of mean score was 2.50 for research question two. The decision rule was that any item with percentage score of 50% and above and mean score of 2.50 and above was regarded as available and high extent respectively while any item below the percentage score of 50% and mean score below 2.50 was regarded as not available and low extent respectively. Therefore, percentage aggregate and grand mean were used as criterion for judgement.

Results

Table 1: Percentage Rating of Respondents on the E-learning Facilities Available for Teaching and Learning of English Language in Secondary Schools in Awka South L.G.A.

S/N		Available			Not Available		
	E-learning facilities available are:	Frequency	Percentage	Decision	Frequency	Percentage	Decision
1.	Computer Laboratory	55	69%	A	25	31%	A
2.	Internet service	25	31%	N/A	55	69%	N/A
3.	Projector	33	41%	N/A	47	59%	N/A
4.	Interactive Whiteboard	3	4%	N/A	77	96%	N/A
5	Desktop Computer	67	84%	A	13	16%	A
6	Wi-fi	15	19%	N/A	65	81%	N/A
7	Printer	72	90%	A	8	10%	A
8	Microphones	9	11%	N/A	71	89%	N/A
	Percentage aggregate		44%	N/A		56%	N/A

Data in Table 1 show that items 2, 3, 4, 6 and 8 have the percentage scores below the cut-off point of 50% indicating that the respondents agreed that the items are not available in the sampled schools while items 1, 5 and 7 with the percentage scores above the cut-off point of 50% showing that the respondents agreed that the items are available. The percentage aggregate of 44% for available and 56% for not available directly or indirectly show that the elearning facilities for teaching and learning of English Language in public secondary schools in Awka South LGA are not available.

Table 2: Mean Rating of Respondents on the Extent of Utilization of Available E-learning Facilities for Teaching and Learning of English Language in Secondary Schools in Awka South L.G.A.?

S/N	The extent of utilization of available e-learning facilities	Score VHE 4 (points) a	HE 3 (points) b	LE 2 (points) c	VLE 1 (points) d	Total/ $\Sigma abcd$	SampleSize	Mean(x)	Decision
1.	Computer Laboratory	14	17	36	13	192	80	2.4	LE
2	Desktop Computers	18	10	29	23	183	80	2.3	LE
3	Printer	15	18	25	22	186	80	2.3	LE
	Grand Mean (x)			2.3	LE				

Data in Table 2 indicate that all the available items have mean scores below the cut-off point of 2.50, indicating that the respondents disagreed that the e-learning facilities are not utilized for teaching and learning of English Language in secondary schools. However, the grand mean of 2.3 shows that the available e-learning facilities for teaching and learning of English Language in secondary schools in Awka South L G A are being utilized to a low extent.

Discussion

E-learning Facilities Available for Teaching and Learning of English Language in Secondary Schools

Findings from research question one revealed that e-learning facilities for teaching and learning of English Language in public secondary schools in Awka South LGA were not available. This does not mean that the listed facilities were totally unavailable but they are not sufficiently

provided in the sampled schools. The study found out that computer laboratory, desktop computer and printer are the only e-learning facilities available while internet services, projectors, interactive whiteboard, wi-fi and microphones are not adequately available due to their insufficiency in the schools. The reason for this insufficiency culminating to unavailability could be attributed to poor financial power of schools in procurement of such facilities to sufficiency. This finding is in agreement with the findings of Olagundoye & Ogwuche (2023) that there was limited availability of e-learning facilities for learning English Language among secondary school students. However, the finding was at variance with the previous research by Akanbi (2020) that e-learning facilities for teaching senior school Physics in secondary school were available.

Extent of Utilisation of Available E-learning Facilities for Teaching and Learning of English Language in Secondary Schools

The findings of the study revealed that the available e-learning facilities such as computer laboratory, desktop computer and printer for teaching and learning of English Language in secondary schools in Awka South L G A are being utilised to a low extent. This could be as a result of some factors such as non-functional e-learning facilities, slow internet speed, high cost of internet subscription and teachers' lack of technological skills. On the other hand, it may be an indication that many secondary schools have not fully improved in the usage of e-learning facilities in the instructional process due to 'resistance to change attitude' of most teachers. This finding is in line with the findings of Nwaukwa (2019) that teachers utilise available e-learning technologies in secondary schools to a low extent due to some number of constraints. On the contrary, the finding disagreed with the findings of Eze et al (2018) that lecturers in M-university use available e-learning facilities to an average extent.

Conclusion

Based on the findings of the study, it was concluded that e-learning facilities for teaching and learning of English Language in public secondary schools in Awka South LGA are not available. Again, that the available e-learning facilities for teaching and learning of English Language in secondary schools in Awka South L G A are being utilised to a low extent.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Secondary school English Language teachers in particular and other teachers in general should be encouraged to be combining the use of conventional teaching approaches and technology in teaching and learning of English Language so as to be utilising e-learning facilities for the development of students' abilities and effective understanding of the subject.
2. The State Government in collaboration with the State Ministry of Education and other stakeholders in education should particularly equip secondary schools and even primary schools with sufficient e-learning facilities for effective instructional delivery.
3. The Ministry of Education in collaboration with school authorities should periodically organise conference, symposium and workshops particularly for English Language teachers and other teachers in general to empower teachers, who implement the curriculum on technical know-how of utilising e-learning facilities in the teaching and learning process for a positive learning outcome.

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