

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF E-LEARNING FACILITIES IN  
THE LEARNING OF ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS  
IN ONDO WEST LOCAL GOVERNMENT AREA OF ONDO STATE  
**OLAGUNDOYE Olubunmi Christianah, Ph.D & OGWUCHE Daniel Abbah**

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**OLAGUNDOYE Olubunmi Christianah, Ph.D**

Department of Curriculum and Instruction,  
Adeyemi Federal University of Education, Ondo

E-mail: olagundoyeoc@aceondo.edu.ng

Mobile: 08067888360, 08156620772

**&**

**OGWUCHE Daniel Abbah**

Mobile: 08062683017

**Abstract**

*The study was set to assess the availability and utilization of e-learning facilities of English language among secondary school students in Ondo West Local Government Area of Ondo State. The study adopted the descriptive survey research design. The population comprised all secondary school students in Ondo State. Stratified random sampling technique was adopted in which two hundred students were selected from ten secondary schools in Ondo West Local Government Area of Ondo State. A self-structured questionnaire of Likert four point rating scale was designed to elicit information from the respondents. Face and content validity of the questionnaire was ascertained by experts. Findings revealed that the majority of the secondary schools were poorly equipped with e-learning facilities that could enhance learning of English language. Most schools are facing major challenges of epileptic power supply for e-learning. The study therefore concluded that most secondary schools in Ondo West Local Government Area of Ondo State have little or no basic e-learning facilities. There are limited availability of e-learning facilities and the level of utilization of e-learning facilities is poor. It was therefore recommended that; Government should improve the effort in providing basic e-learning facilities for secondary schools in the state. Also, stakeholders, philanthropists and parents teachers association should assist education sector in making provisions for basic e-learning facilities that could enhance English language learning in schools.*

**Keywords:** Availability, Utilization, E-learning, Facilities, Learning, Dectalicize

**Introduction**

The mode of teaching and learning is moving gradually from chalk and talk to the use of technology in developing countries including Nigeria. With this

development, many educational sectors in Nigeria are now trying to engage in the use of technology for teaching and learning processes. Kasse and Balunwya (2013) refer to e-learning as all ICT network, internet and other types of electronic media that can be used to enhance teaching and learning in order to transfer knowledge and skills. Tamm (2023) views e-learning as online learning which requires the acquisition of knowledge that takes place through electronic technologies and media. It is conducted on the internet, where students can access their learning materials online at any place and time.

In e-learning, curriculum content in the form of texts, visuals, e.g. pictures, posters, videos, audio/sound, multi-colour images, maps, and graphics, can be simultaneously presented on-line to students in both immediate locations (classroom model of e-learning) and various geographical distances (Distance Education model of e-learning). It is a learning system that is based on formalized teaching and learning with the help of electronic resources. E-learning facilities infuse classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials, supports learning, skills; increases student engagement and motivation and accelerates learning. It also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. E-learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or programme delivery, and better utilizing teacher time that electronically or technologically learning and teaching (Wikipedia, 2014).

Yusuf (2012) sees e-learning as the wholesome integration of modern telecommunications equipment and ICT resources, particularly the internet, into the education system. He further says that the field of education has been affected by ICTs, which have undoubtedly affected teaching and learning. A great deal of research has proven the benefits of ICT in improving quality of education. The importance of e-learning to students cannot be underestimated. Amer (2017) highlights as follow:

- i. Supports construction of knowledge and competence through communicative and collaborative assignments
- ii. Active study methods instead of one-way presentation of materials
- iii. Offering efficient teaching methods to allow for a modern and flexible way of learning that adapts to an individual's situational circumstances through a learning platform
- iv. Activating learning in groups as well as self-learning
- v. Trying alternative assignments, through blogs or wikis
- vi. Provision of learning materials irrespective of time and location
- vii. Visualization of complex collection of facts through multimedia presentations

- viii. Establishment of future career opportunities by using web elements to connect students with everyday work activities
- ix. Reducing barrier to study for those with a job, handicapped or foreign students
- x. Cooperation and collaboration in teaching and learning across institutions and regional borders
- xi. Exchange with students and experts worldwide through virtual classroom

Equally, Singh (2021) listed the benefits of e-learning as:

- i. Lectures can be taken any number of times
- ii. It is cost effective
- iii. It makes a positive impact on the students
- iv. It enhances longer knowledge retention
- v. It encourages flexible learning environment
- vi. It gives room for smooth pursuit of knowledge
- vii. Learners are more comfortable
- viii. It enhances easy communication and improve teamwork
- ix. It makes learning stress-free
- x. It makes learning more accessible and flexible
- xi. It makes learners more engaged and active
- xii. It give room for no miscommunication
- xiii. Assessment of students is easy
- xiv. It gives room for up-to date learning contents
- xv. It also enhances easy accessibility of learning contents

The importance of e-learning in the teaching and learning process makes Tamm (2023) describe ICTs as powerful enabling tools for educational change and reform when used appropriately as it helps expand access to education, strengthen the relevance of education to the workplace, and raise educational quality by creating an active process connected to real life. With all the laudable benefit of ICT to the field of education, developed nations have integrated ICT into their educational system. To attest to this assertion, Taiwo and Adewumi (2013) posit that most tertiary institutions in Nigeria now adopt e-application, e-admission and e- registration. They traced the introduction of computer education system to 1988 when Nigerian government enacted a policy on computer education. The Federal Government of Nigeria in the National Policy on Education (2007) recognizes the prominent role of ICTs in the modern world and has integrated ICTs into education in Nigeria. The application of e-learning to the core business of education is relatively new in Nigeria's educational system. It is a departure from the conventional approach in curriculum implementation which is characterized by the use of ICT to deliver learning experiences and may extend to on-line guidance, assessment and recording of progress. The main purpose of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum or to

extinguish or erase the contents of curriculum. Regardless of the educational level or stage, e-learning can be adopted, used or applied in education for effective teaching and learning. While some describe e-learning as 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. However, Markus and Robey (2012) describe e-learning as a learning process that involves the connection of digitally conveyed content, system-based administrations and mentoring bolster

Bass (2004) posits that the influence of e-learning is increasingly dominating the current educational style as the influence of technology increases our day to day activities worldwide. Caillds (2012) opines that one of the major sectors of technological influence is education as it assumes the vanguard for developmental change of all countries in the contemporary world. In order to be on the same page with the global world, the Federal Government of Nigeria (FGN) in the National Policy on Education (2007) stipulates that “government shall provide facilities and necessary infrastructures for the promotion of ICT and e-learning”. It is on this premise that the research study intends to assess the availability and utilization of e-learning facilities in the learning of English language among secondary school students in Ondo West Local Government Area of Ondo State

### **Statement of the Problem**

Despite the paradigm shift from the conventional methods of teaching to the use of e-learning in some of the developing countries, it is observed by Olagundoye and Omoluwa (2020) that many of the government owned secondary schools in our country, Nigeria do not possess the e-learning facilities as stipulated by the government in the national policy on education. Mareco (2017) also observed by that few schools which are privileged to have the gadgets that could facilitate e-learning are bedeviled with some challenges working against the use of such gadgets. Hence, the study seeks to investigate the availability and utilization of e-learning facilities among secondary school students in learning of English Language in Ondo West Local Government Local Government Area of Ondo State

### **Purpose of the Study**

The main purpose of the study is to:

1. assess the availability of e-learning facilities in the learning of English Language in secondary schools in Ondo West Local Government Area of Ondo state
2. find out whether the e-learning facilities are utilized by students during English Language lessons in Ondo West Local Government Area of Ondo State
3. find out whether secondary school students have challenges in the use of e-learning facilities during English lessons in Ondo West Local Government Area of Ondo State

## Research Questions

The following research questions are raised for the study:

1. Are e-learning facilities available during English Language lessons in secondary schools in Ondo West Local Government Area of Ondo State?
2. Do students utilize e-learning facilities during English Language lessons in Ondo West Local Government Area of Ondo State?
3. Do students have challenges in the use of e-learning facilities during English Language lessons in Ondo West Local Government Area of Ondo State?

## Methodology

The study adopted the descriptive survey research design. The population comprises all secondary school students in Ondo State. Stratified random sampling technique was adopted in which two hundred students were selected from ten secondary schools in Ondo West Local Government Area of Ondo State. To gather the information from the respondents, a self-structured questionnaire titled "Questionnaire on the Availability and utilization of e-learning facilities (QAUEF) in learning English Language among secondary school students was used to elicit information from the respondents. The questionnaire was a Likert Type four point rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was used. (SA=4), (A=3), (D=2), (SD=1).  $4+3+2+1=10/4=2.5$ . Data collected is subjected to descriptive analysis using frequency counts and mean. Hence,  $4+3+2+1=10/4=2.5$  is used to determine the benchmark. The decision rule on the findings is guided by using mean score of 2.5 and above as the benchmark. Item with the mean score of 2.5 and above is accepted as agreed to the statement while item that falls below 2.5 is regarded as disagreed.

## Results

### Research Question 1: Are e-learning facilities available during English Language lessons in secondary schools in Ondo West Local Government Area of Ondo State?

**Table 1: Availability of e-learning facilities for learning facilities in the learning English Language in secondary schools in Ondo West Local Government Area**

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
1.	There is availability of overhead projector for learning during English Language lessons	4	3	107	86	200	1.63	Disagreed
2.	There is availability of adequate computer desktops to learn English Language	10	11	101	78	200	1.77	Disagreed

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
3.	There is availability of adequate computer laptops	6	8	95	91	200	1.65	Disagreed
4.	Videotelephony is available during English lessons	3	2	106	89	200	1.6	Disagreed
5.	Interactive whiteboard is available	8	3	88	101	200	1.6	Disagreed
6.	Functional standby generating set is available	42	48	61	49	200	2.42	Disagreed
7.	Internet services is available	9	13	98	94	200	1.69	Disagreed
<b>Total</b>							<b>1.77</b>	<b>Disagreed</b>

**Benchmark:  $X < 2.5 = \text{Disagreed}$**

An adapted self-structured questionnaire of Likert type four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. Hence, SA=4, A=3, D=2 and SD=1 =10/2=2.5 Therefore, the benchmark is 2.5. Data collected was analyzed using Frequency counts and mean to arrive at the results in the above table

In Table 1, item 1 shows that most schools do not have overhead projector for learning English language. As the mean indicates 1.63 as 4 respondents strongly agreed, 3 agreed, 107 disagreed and 86 strongly disagreed with the statement. This implies that majority of secondary schools in Ondo West Local Government Area of Ondo State lack overhead projectors which are necessary for learning English Language.

Item 2, further shows that most secondary schools lack sufficient computer desktops for English language instruction The mean is 1.77 with 10 respondents strongly agreed, 11 agreed, 101 disagreed and 78 strongly disagreed.

In item 3, the mean also shows 1.65, as 6 respondents strongly agreed, 8 agreed, 95 disagreed and 91 strongly disagreed with the assertion. Since the mean in item 4 is 1.6, it also suggests that most secondary schools under study do not have access to videotelephony for English language lessons. Out of 200 respondents, 3 strongly agreed, 2 agreed, 106 disagreed and 89 strongly disagreed with the statement.

According to item 5, the majority of secondary schools under study lack interactive whiteboards. The mean score is 1.6, 8 respondents strongly agreed, 3 agreed, 88 disagreed and 101 strongly disagreed with the statement the outcome demonstrates that the majority of secondary schools are still using the traditional blackboard for instruction. According to item 6, a sizable number of secondary schools have backup generators. The average mean is 2.42 with 42 respondents strongly agreed, 48 agreed, 61 disagreed and 49 strongly disagreed. Although the average mean is still below the benchmark of 2.5 but there is an evidence that a sizeable number of secondary schools have power supply alternatives in ensuring the

efficient operation of administrative tasks. The results of item 7 demonstrate that there are no internet services available in secondary schools. The average mean in this item is 1.69 which is lower than the benchmark of 2.5. Results show that 9 of the respondents strongly agreed, 13 agreed, 98 disagreed and 94 strongly disagreed. The benchmark is 2.5. Since the total mean of 1.77 is less than the benchmark of 2.5. Findings thus show that there are no e-learning facilities available for learning English Language in secondary schools

**Research Question 2: Do students utilize e-learning facilities during English language lessons in Ondo West Local Government Area of Ondo State?**

**Table 2: Students' utilization of e-learning facilities during English language lessons.**

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
8.	I use computer desktop class exercises	8	5	85	102	200	1.60	Disagreed
9.	I use computer laptop during English Language lessons	3	4	73	124	200	1.5	Disagreed
10.	I engage in teleconferencing during English lessons	1	0	100	109	200	1.6	Disagreed
11.	I listen to lessons through digital camera	6	5	88	101	200	1.61	Disagreed
12.	I use interactive whiteboard during English lessons	7	3	111	79	200	1.7	Agreed
13.	I listen to lessons through projector	4	4	101	91	200	1.61	Disagreed
14.	I use screen touch electronic board especially during interaction or question time	1	4	106	89	200	1.59	Disagreed
<b>Total</b>							<b>1.60</b>	<b>Disagreed</b>

**Benchmark:  $X < 2.5 = \text{Disagreed}$**

An adapted self-structured questionnaire of Likert type four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. Hence, SA=4, A=3, D=2 and SD=1 =10/2=2.5 Therefore, the benchmark is 2.5. Data collected was analyzed using Frequency counts and mean to arrive at the results in the above table

According to the results of item 8 in Table2, the majority of the students do not use computer desktop during English lessons. The mean is 1.60 with 8 respondents strongly agreed, 5 agreed and 85 disagreed 102 strongly disagreed. The findings show that many secondary schools in Ondo West Local Government Area lack enough computer desktops for learning English Language.

The mean value for item 9, table 2 is 1.5 with 3 respondents strongly agreed, 4 agreed 73 disagreed and 124 strongly disagreed with the statement. This suggest that majority of the students do not utilize computers during English lessons. This indicates that students still learn through traditional methods.

The mean of 1.6, of item 10, table 2 indicates that students do not use teleconferencing during English lessons. 1 respondent strongly agreed, 0 agreed, 100 disagreed and 109 strongly disagreed.

Result of Table 2 for item 11 reveals a mean score of 1.61 with 6 respondents strongly agreed, 5 agreed, 88 disagreed and 101 strongly disagreed that they listen to English lessons through digital cameras.

The mean score of item 12 is 1.7 with 7 respondents strongly agreed, 3 agreed, 111 disagreed and 79 strongly disagreed. This suggests that is secondary school students lack the knowledge of how to use interactive whiteboard due to lack of accessibility. According to item 13, the students did not agree with the claim that they listen to English lessons through overhead projector. The mean score is 1.61 with 4 respondents strongly agreed, 4 respondents agreed, 101 disagreed and 91 strongly disagreed. The outcome of item 14 shows that during English lessons, students do not use screen touch electronic board. This is shown with the mean score of 1.59 which is below the benchmark of 2.5, with 1 respondent strongly agreed, 4 agreed, 106 disagreed and 89 strongly disagreed.

The fact that the overall mean is 1.60 and the benchmark of 2.5 suggests that secondary school students do not frequently use e-learning facilities in the learning of English Language.

**Research Question: Do students have challenges in the use of e-learning facilities during English Language lessons in Ondo West Local Government Area of Ondo State?**

**Table 3: Response on the students' challenges in the use of e-learning facilities during English Language lessons**

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
15.	There are adequate power supply for the use of e-learning facilities in my school	33	21	81	65	200	2.11	Disagreed
16.	My school has functional generating set as alternative power supply when there is power failure	68	30	57	45	200	2.61	Agreed
17.	The e-learning facilities are adequately maintained in my school	40	28	98	34	200	2.05	Disagreed

S/N	ITEMS	SA	A	D	SD	TOTAL	MEAN	REMARK
18.	My teachers are well trained in the use e- learning facilities for teaching English Language	31	38	88	49	200	2.09	Disagreed
19.	There are stable internet services in my school	21	23	89	67	200	1.88	Disagreed
20.	There is adequate government supply of e- learning facilities in my school	15	18	91	76	200	1.86	Disagreed
	<b>Total</b>						<b>2.1</b>	<b>Disagreed</b>

**Benchmark :  $X < 2.5 = \text{Disagreed}$**

An adapted self-structured questionnaire of Likert type four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. Hence, SA=4, A=3, D=2 and SD=1 =10/2=2.5 Therefore, the benchmark is 2.5. Data collected was analyzed using Frequency counts and mean to arrive at the results in the above table

As shown in Table 3, item 15 shows that 33 respondents strongly agreed , 21 agreed and 81 disagreed while 65 strongly disagreed with the statement with the mean score of 2.11. From this result, it indicates that most secondary schools lack sufficient power supply that could make the use of e-learning facilities possible during English Language lessons.

As shown in Table 3, 68 strongly agreed, 30 agreed, 57 disagreed and 45 strongly disagreed with the mean score of 2.61 on item 16. This shows that more secondary schools have alternative power supply which may be used for administrative purposes as well as teaching and learning processes.

Item 17 in Table 3 shows that, 40 respondents strongly agreed and 28 agreed that the available e-learning facilities are maintained. 34 disagreed 98 respondents strongly disagreed with the statement, the mean score of 2.05 attests to this statement. Since they are not constantly used, it shows that the few e-learning facilities that are available in schools are not valued.

Results of item 18 show that 31 respondents strongly agreed, 38 agreed, 49 disagreed and 82 of the respondents strongly disagreed that their instructors are well trained in the use of e-learning facilities in the teaching and learning of English language.. The average mean score of 2.09 supports this claim. This indicates that majority of the teachers lack the knowledge necessary to effectively use e-learning facilities when teaching of English Language. Thus, the sparse ones that are available are neither used nor maintained.

Item 19, table 3. negates the assertion that there are stable internet services for the use of e-learning facilities during English Language lessons has a mean of 1.88, with 21 respondents strongly agreed, 23 agreed, 89 disagreed and 67 strongly

disagreed this is shown The outcome of item 20 shows that contrary to what is stated in the National policy on Education, the government does not provide sufficient e-learning facilities to secondary schools in Ondo West Local Government Area of Ondo State. The overall mean is 2.1 which is below the standard benchmark of 2.5, indicating that there are students have challenges in using e-learning facilities for English Language learning. With 21 respondents strongly agreed, 23 agreed, 89 disagreed and 67 strongly disagreed with the statement that there are stable internet services for the use of e-learning facilities during English Language lessons. Since the overall mean of 2.1 is less than the benchmark of 2.5, it therefore indicates that students are having challenges of the usage of e-learning facilities during English Language lessons

### **Conclusion**

According to the findings in this study, majority of secondary school students in Ondo West Local Government Area of Ondo State lack basic e-learning facilities for English Language study. It is therefore concluded that E-learning facilities are rare in secondary schools in Ondo West Local Government Area of Ondo State. There is relatively limited utilization of e-learning facilities for English Language learning in secondary schools in Ondo West Local Government Area of Ondo State since there are very few e-learning facilities accessible to students. The National Policy on Education equivocally that government must offer appropriate e-learning facilities to secondary schools.

### **Recommendations**

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

1. Government should endeavor to implement any policy put in place especially the ones that concern educational programmes
2. Government should improve it's efforts in providing basic e-learning facilities for secondary schools especially in Ondo West Local Government Area of Ondo State
3. Teachers should be engaged in regular training in the use of e-learning facilities for personal usage and in the teaching and learning activities.
4. Secondary school students should learn how to maximize the available e-learning facilities for effective learning during English lessons.
5. Parents Teachers Association, alumni of each school, philanthropists and other stakeholders should liaise with the government in the donation of basic e-learning facilities to secondary schools in Ondo West Local Government Area of Ondo State
6. Students should be taught how to use and handle available e-learning facilities to prevent damages.

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