



Extent of E-Learning Facilities Acceptance, Proficiency, Training and Retraining among Academic Staff in University of Ibadan

Monica N. Odinko & ¹Sunday N. Okocha

Institute of Education, University of Ibadan

E-mail: moniquengozi@yahoo.com & sundaydom2000@yahoo.co.nz

Correspondence Author¹

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Abstract

Use of e-learning facilities in higher education based on preliminary investigations has shown that there is no adequate documentation of various e-learning facilities tools that academic staff of higher institutions adopts and become proficient in ensuring effective delivery of their academic duties. The study therefore, examined the level of e-learning facilities acceptance, proficiency, training and training among academic staff of University of Ibadan. The study adopted non-experimental design. Population comprised lecturers in Faculties, Institutes and Centers in University of Ibadan campus. From existing strata, purposive sampling technique was used to select 14 Faculties which consist 48 Departments, 3 Institutes and 2 Centers which are academic units. Five lecturers were randomly selected in each unit, given a total sample of 265 lecturers. Data was collected using Lecturer's Acceptance, Proficiency and Training in E-Learning Facility (LAPTEL), constructed and validated by the researchers with ordinal alpha reliability of 0.97. Data was analysed using frequency, percentages and median. Results showed high level of acceptance (Median=3.55>2.50), proficiency (Median=3.26>2.50) and training (Median=3.11>2.50) on e-learning facilities among academic staff. However, majority of the sampled academic staff were not proficient in the use of electronic board (Median=2.23<2.50). The study, concluded that when e-learning facilities are widely accepted among academic staff of higher institutions, it leads to increased proficiency and the desire to acquire more knowledge through training. The study, recommended that academic staff should strive to improve their knowledge of e-learning facilities so as to be able to use e-learning facilities for teaching, research, presentation and publication proficiently.

Keywords: E-Learning facilities acceptance, E-Learning proficiency, Academic staff.

Introduction

E-learning facilities are increasingly being integrated in teaching, presentations, research and publications. Lecturers, therefore, need to upgrade their ICT skills and knowledge in

order to deal effectively with the demands and challenges necessitated by the introduction of e-learning facilities if they must be effective on their job. If they do not, they will suffer from skills obsolescence, (Grip & Loo 2001). In view of this and to avoid been obsolescence, academic staff in tertiary institutions should be able to use ICT as a tool for teaching, as a mind tool and as a tool to master a wide range of assessment paradigms that make use of ICT. The use of e-learning facilities appears to have transformed the world into an information driven-society and its citizens can access enormous sources of information and communication at a speed which has never been seen before. For instance, lecturers can now provide tutorial support to students through the e-mail, do teaching and presentations, carry out their research and publication activities through the use of computer systems. Lecturers can communicate with students, e-mark assignments, and give feedback on work done by students when they are well adapted to the use of e-learning facilities. These are effectively carried out only when one is proficient in the use of Information and Communication Technology (ICT). The expansion of ICT knowledge and skills and its availability to both teachers and students require the teacher to be more informed than the learner (Perraton, Robinson & Creed, 2002). The impact of e-learning facilities has forced education and training institutions to restructure teaching programmes and classrooms in order to minimize teaching and learning technology gaps between today and the future (Gulbahar, 2008).

Acceptance of electronic facilities is as a result of the emergence of information and communication technologies (ICTs) and the connectivity of internet networks to improve man's ingenuity and opportunities given that societies consciously depend on real-time information to be proactive and to discount the effects of environmental changes (Zhang, Lu & Boutaba, 2010; Bates & Jenkins, 2007; Al-Gahtani, 2016; Eze & Chinedu-Eze, 2018). ICT is an agent of socio-economic changes (Al-Gahtani, 2016) and a force for creative destruction in human existence (Wang, 2009), especially in the educational setting, where the academia and consultants progressed from providing simple teaching aids to interactive learning environments. Higher education institutions (HEIs) 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 such as (Hu and Hui, 2012; Bhuasiri, Xaymoungkhoun, Zo & Rho, 2012) argued that the IT-based innovations (e.g., e-commerce, e-learning, e-payment, e-service, or e-procurement) revolutionize the HEIs' competitive landscape and reflect the dramatic evolution from fairly predictable brick and mortar affairs to rapidly changing and often more unpredictable environment.

Electronic learning has been described as 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 (Wang, 2009). The acceptance and use of ICTs by staff members plays an essential and

important role in higher education institutions. Worldwide, especially in developed countries, most staff members are able to use ICTs in their academic activities (Osman, 2014). It was further revealed that numerous universities in developing countries are greatly concerned about ICTs use and acceptance among staff members. ICTs training facilities and services are provided in developing countries' universities in order to enable staff members to efficiently use computer resources and have the ability to utilise various applications of the internet within their work (Osman, 2014). Research studies have confirmed the importance of instructors' perception of ICTs, which may enhance willingness to accept and facilitate or inhibit use of ICTs. Therefore, staff members' perceptions were suggested to be paid great attention, in order to fully understand the dynamics of acceptance and use of ICTs in HEIs (Almobarraz, 2007). The highest education institutions worldwide have progressively accepted ICTs as a means of instruction, curriculum, staff members' professional development, and students' learning development (Kumpulainen, 2007; Usluel, Aşkar & Baş, 2008; Oye, Iahad & Rahim, 2012b). Abbasi (2011) asserted that investing in the IT sector without measuring individuals' acceptance behaviour is a waste of resource. It could be envisaged that despite huge investment by the government in IT to promote internet usage, specifically within the context of HEIs, a very low acceptance/adoption rate could still be observed. Staff members are regarded as leaders of change, achieving and implementing the management plans on ICTs, hence, without their support, it is impossible to accept ICTs (Kripanont, 2007). Human factor has also, been determined as one of the major dimensions to consider in relation to the use of ICTs in HEIs and university teachers are the key human actors in this scene (Zare-ee, 2011).

E-learning or computer-based learning is a learning process that involves the connection of digitally conveyed content, system-based administrations and mentoring bolster (Zhang, Lu & Boutaba, 2010). In the words of Tom Friedman's mantra, 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 like (Keramati, Mofrad & Kamarani, 2011; Bhuasiri, Xaymoungkhoun, Zo & Rho, 2012; Chen & Tseng, 2012; Ahmed, 2010; Hu & Hui, 2012) showed that e-learning adoption by vast number of HEIs, professional organisations and learners is motivated by geographical and savvy 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, HEIs are facing poor funding and dearth of qualified staff, resources and access to educational materials (Ahmed, 2010; Al-Gahtani, 2016; Eze, Awa, Okoye, Emecheta & Anazodo, 2013) compared to those in the developed economies where 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 HEIs more competitive since instructors are empowered to exchange their ideas with students devoid of restrictions on space, time or facilities (Bhuasiri *et al.*, 2012). Acceptance and use of ICTs by staff members shows that, it was relatively low in teaching but widely used by staff members (Osman, 2014). However, obvious advantages in spite of e-learning adoption in the developing economies, is rather too low because of the high illiteracy rate and poor educational funding by the federal and state government (Eze, Chinedu-Eze & Bello, 2018).

Proficiency in e-learning facilities describes the skills academic staff should possess in technology literacy and innovation (i.e. adopting and devising new and different ways in the use of e-learning facilities so as to be able to use these facilities for professional practice. Kirschner and Woperies (2003) highlighted some major ICT proficiencies teachers require as:

- (i) Making personal use of ICT;
- (ii) Mastery of a range of educational paradigms that make use of ICT;
- (iii) Making use of ICT as mind tools;
- (iv) Using ICT as tool for teaching;
- (v) Mastering a range of assessment paradigms of basic and educational ICT proficiency.

In Nigeria, experience has shown that higher education institutions still have a long way to go with respect to optimal use of ICT in the learning process, as ICT proficiencies of the majority of academic staff at this level are yet beyond the basic level. Smaldino, Lowther, and Russel (2008) asserted that teacher educators need to be technologically proficient and information literate in this information age. The skills required of academic staff include the ability to use technology as a tool for facilitating teaching in the classroom, making presentations for easy dissemination, conducting research and publication of their findings to the world through their proficiency in adapting to e-learning facilities. Akudolu (2008) used capability as synonymous with competence; and knowledge and skills as proficiency. ICT proficiency has therefore been described as a vehicle and third stage out of four in the ICT competency developmental framework. UNESCO (2011) identified different levels of ICT competence as skills and knowledge that individual would possess at different levels in which proficiency is one of the four levels, as it is in higher institutions in Nigeria, which encompasses universities.

Lecturers in higher institution are required to acquire literacy and proficiency in Information and Communication Technology. ICT literacy is the ability of individuals to use ICT appropriately to access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society (MCEEDYA, 2008). UNESCO Institute for Technology in Education (2011) argued that ICT literacy skills are very important and are used as *gate skills* demanded

by employers when evaluating job applications. E-learning facilities skills are therefore important for Lecturers in order for them to select and use ICT devices correctly, utilise generic software tools, flexibly adapt to change in ICT infrastructure and applications, (UNESCO 2014). Lecturers should not only be able to use ICTs but become comfortable in using them if they are to participate fully in the contemporary tertiary institution life and perform their everyday tasks and be satisfied on their job. Guma, Faruque & Haolader (2013) submitted that there is a strong desire among teaching and administrative staff to integrate ICT into teaching-learning processes and administration. Ghavifekr & Rosdy (2015) indicated that well-equipped teachers with ICT tools and facilities integration, has a great effectiveness for both teachers and students during teaching and learning. Thephavongsa & Quingtang (2015) revealed that, the proficiency level among primary and secondary school teachers' perception of basic ICT applications differ and that male teachers are more proficient in the use of ICT than the female teachers.

Training and retraining have to do with the professional competence that shows the extent of cognitive abilities in the use of e-learning facilities among academic staff. Training has been identified by researchers as crucial for lecturers to learn how to manipulate ICT tools and integrate technology activities into e-learning system. Impeding factors on the use of ICT to enhance teacher's ICT competence through training have also been underscored (Thomas & Stratton, 2006; Tella, 2007). The acquisition for knowledge in any intellectual endeavour is driven by training. To be able to handle today's sophisticated e-learning facilities required undergoing training in the use of these facilities. Such training could be personal by enrolling in an e-learning training centers for academic staff who are or are not employed into the university system and training by institution in the use of e-learning facilities for academic staff of the institution where the institution trains her academic staff or send them on such training to learn and adapt to e-learning facilities usability. Carlson & Gadio (2002) state that teacher training in the use of ICT is the best starting point in the ICT policy of a country because they are the key to making learning happen. This according to them is so because teachers who succeed in making use of ICT in their work process, do not only contribute to improved learning outcomes in their students, but may also benefit personally from enhanced work productivity, reduced isolation and increased professional satisfaction.

Teachers in tertiary institutions need to be trained on the use of ICT in education with varying degrees and scope. This should be done so that they can be able to promote educational reforms necessitated by ICT (Nyika, 2015). Archibong & Effiom (2009) found that, designing of new learning activities, electronic presentation of materials and making use of internet were areas where academic staff needs training on ICT usage. Archibong, Ogbiji & Anijaobi-Idem (2010) reported that a number of academic staff has laptops and access to internet mainly at cybercafés but majority of them funded their

training in ICT. Ochogo (2013) claimed that while enhancing access to computer at workplace is likely to improve lecturers' skills and help them to overcome fear and anxiety associated with computer usage. The study contended that harmonizing the ICT training programme with academic semester at the university would enable academic staff acquire necessary ICT skills. Academic staff in higher institutions are largely involve in teaching, research, presentation, publication and some administrative assignments and such, proficiency in electronic learning (e-learning) facilities have potential to ensure effectiveness and efficiency in these areas.

Although, based on appraisal of related literatures, there is dearth of studies on acceptance, proficiency, training and retraining and on e-learning facilities while some concentrated on the secondary education level teachers and students. Also, extent of training and retraining on the use of e-learning facilities for academic work among academic staff in universities are dearth. This study therefore, sought to give a comprehensive description of the extent of e-learning facilities acceptance, proficiency, training acquired and use of these facilities among academic staff of University of Ibadan in carrying out academic work. More specifically, the description provided answers to the following research questions:

1. What is the level of Acceptance of e-learning facilities among academic staff of University of Ibadan?
2. What is the level of Proficiency in the use of e-learning facilities among academic staff of University of Ibadan?
3. What is the level of training and retraining on the use of e-learning facilities among academic staff of University of Ibadan?

Methodology

This study adopted non-experimental design of survey type. Population comprised lecturers in Faculties, Institutes and Centers in University of Ibadan campus. From the existing strata, purposive sampling technique was used to select 14 Faculties which consist 48 Departments, 3 Institutes and 2 Centers which are academic units. Five lecturers (from all cadres) were randomly selected in each unit, given a total sample of 265 lecturers used as sample for this study.

Instrumentation

The instrument used for data collection was Lecturer's Acceptance, Proficiency and Training in E-Learning Facility (LAPTEL) constructed by the researchers. The LAPTEL was divided into two sections A and B. Section A generated information on the demographic details of the academic staff while Section B had three sub-sections with response format of Not Very Like Me (NVLM) 1, Not Like Me (NLM) 2, Much Like Me (MLM) 3 and Very Much Like Me (VMLM) 4. The first sub-section contains twenty-two

(22) items used to elicit information on acceptance level of e-learning facilities; the second sub-section contain thirty-nine (39) items used to elicit information on level of proficiency in the use of e-learning facilities while the third sub-section contain nine items used to elicit information on the extent of training and retraining engaged in by academic staff. The instrument was validated by the researchers and yielded ordinal alpha reliability of 0.97. The researchers visited the academic staff in the sampled academic units to administer the instruments and data collected were analysed using frequency, percentages and median.

Results

Research Question 1: What is the level of acceptance of e-learning facilities among academic staff of University of Ibadan?

Table 1: Level of Acceptance of E-learning Facilities

S/N	ITEMS	NLM	MLM	Med
Electronic Board				
1	I find the electronic board easy to use	116 (43.8)	149 (56.2)	3
2	I find it easy to instruct electronic board to do what I want it to do	127 (47.9)	138 (52.1)	3
3	Learning how to operate electronic board is easy for me	101 (38.1)	164 (61.8)	3
4	It is easy for me to become skillful in using electronic board	72 (27.1)	193 (72.9)	3
5	I intend to use the electronic board in the future	41 (15.5)	224 (84.5)	3
Computer				
6	I find the computer easy to use	5 (1.9)	260 (98.1)	4
7	Learning how to operate computer is acceptable for me	11 (4.2)	254 (95.8)	4
8	It is easy for me to become skillful in using computer	9 (3.4)	256 (96.6)	4
9	I intend to use the computer in the future	25 (9.4)	240 (90.6)	4
10	I will recommend the use of computer for teaching to my colleagues	9 (3.4)	256 (96.6)	4
Internet				
11	I find it easy with the aid of internet to source materials online	11 (4.1)	254 (95.9)	4
12	Learning how to surf the internet is easy	18 (5.7)	247 (93.2)	4
13	It is easy to be skillful in using internet	7 (2.6)	258 (97.4)	4
14	I intend to use the internet in the future	19 (7.2)	246 (92.8)	3
Projector				
15	I find the projector easy to use	28 (10.6)	237 (89.4)	4
16	Learning how to operate projector is easy	34 (12.8)	231 (87.2)	3
17	It is easy to become skillful in using projector	25 (9.4)	240 (90.6)	4
18	I intend to use the projector in the future	27 (10.2)	238 (89.8)	4
Application software				
19	I find application software easy to use	45 (17)	220 (83)	3
20	I find it easy with the aid of application software to do academic work	45 (17)	220 (83)	3
21	Learning how to use application software is easy	51 (19.3)	214 (80.8)	3
22	It is easy to become skillful in using application software	44 (16.6)	221 (83.4)	4

Criterion median=2.50; Weighted median=3.55; N = 265; Percentages in parenthesis; Med=median

Key: NLM = Not like me; MLM = Much like me

From Table 1, items 1 to 5 cover the level of acceptance of electronic board by academic staff in University of Ibadan. The result reveals that 84.5% of the respondents indicated that they intend to use electronic board in the future (Item 5) while 72.9% of them claimed that it is easy for them to be skillful in the use of electronic board (Item 4) and 61.8% indicated that it is easy for them to learning how to operate electronic board (Item 3). Also, 56.2% of the respondents indicated that it is easy for them to use electronic board (Item 1) while 52.1% claimed that they find it easy to instruct the electronic board of what they want to do (Item 2). The Table further shows that the median values of all the items are higher than the criterion median of 2.50 indicating that academic staff in the sampled academic units in the University of Ibadan accept the use of electronic board

Furthermore, as shown in Table 1, items 6, 7, 8, 9 and 10 cover the level of acceptance of computer by academic staff in University of Ibadan. Findings in Table 1 reveal that 98.1% of the respondents indicated that they find it easy to use computer (Item 1) while 96.6% of the respondents indicated that it is easy for them to be skillful in the use of computer and that they will recommend its usage for teaching to their colleagues (Items 8 and 10). Also, learning how to operate computer was acceptable (Item 7) by 95.8% of the respondents while 90.6% indicated the use of computer in the future (Item 9). The Table also shows that the median values of all the items are higher than the criterion median of 2.50. Thus, one can infer that academic staff in the sampled academic units of the University of Ibadan indicated high acceptance of use of computer.

Also, information as indicated in Table 1 shows that items 11, 12, 13 and 14 cover the level of acceptance of internet by academic staff in University of Ibadan. Findings in Table 1 reveal that majority of the respondents (97.4%) indicated that it is easy for them to be skillful in use of internet (Item 13), sourcing materials online is easy with the aid of internet (95.9% Item 11), 93.2% indicated that they learn easily how to surf the internet (Item 12) while 92.8% indicated that they intend to use the internet in the future (Item 14). The Table also shows that the median values of all the items are higher than the criterion median of 2.50 implying that academic staff in the sampled academic units of the University of Ibadan showed high acceptance of use of internet.

In addition, Table 1 also reveals that, items 15 to 18 cover the level of acceptance of projector by academic staff in University of Ibadan. The Table reveals that 90.6% of the respondents indicated that it is easy for them to be skillful in use of projector (Item 17), 89.8% claimed that they intend to use the projector in the future (Item 18), 89.4% of the respondents indicated that they find it easy to use projector (Item 15) while 87.2% claimed that it is easy for them to learn how to operate projector (Item 16). The Table further reveals that the median values of all the items are higher than the criterion median of 2.50 indicating that academic staff in the sampled academic units of the University of Ibadan showed high acceptance of use of projector.

Further, items 19, 20, 21 and 22 cover the level of acceptance of application software by academic staff in University of Ibadan. The Table shows that the median values of all the

items are higher than the criterion median of 2.50. Furthermore, 83.4% of the respondents indicated that it is easy for them to be skillful in the use of application software (Item 22), 83% of the respondents claimed that their academic work is made easy with the aid and use of application software (Items 20 and 19) while 80.8% of the respondents indicated that it is easy for them to learn how to use application software. The result further shows that academic staff in the sampled academic units of the University of Ibadan indicated high acceptance in the use of application software. It can therefore, be concluded, that the academic staff in the sampled academic units in the University of Ibadan showed high acceptance of the use of e-learning facilities for their academic activities since the weighted median (3.55) of all the items is greater than the criterion median (2.50).

Research Question 2: What is the level of proficiency in the use of e-learning facilities among academic staff of University of Ibadan?

Table 2: Level of Proficiency in E-learning Facilities

S/N	ITEMS	NLM	MLM	Med
<i>Electronic Board</i>				
23	I enjoy using electronic board during teaching	124 (46.8)	141 (53.2)	3
24	I can connect the electronic board to computer without assistance	123 (46.4)	142 (53.6)	3
25	Electronic board tools are too complex to adapt to	194 (73.2)	71 (26.8)	2
26	Use of electronic board makes my teaching interesting	114 (43.1)	151 (56.9)	3
27	The use of electronic board is complicated	222 (83.8)	43 (16.2)	2
28	My interaction with students using electronic board delays my teaching	228 (86.1)	37 (14)	1
<i>Computer</i>				
29	I have been using computers for more than 5 years	13 (4.9)	252 (95.1)	4
30	I spend more than 5 hours daily on computers	39 (14.7)	226 (85.3)	4
31	I use computer to prepare lecture notes	24 (9.0)	241 (91.0)	4
32	I use computer for making presentations at seminars	14 (5.3)	251 (94.7)	4
33	I use computer for making presentations at conferences	13 (4.9)	252 (95.1)	4
34	I use computer for making presentations at workshops	14 (5.3)	251 (94.7)	4
35	I use computer for teaching/learning	20 (7.5)	245 (92.5)	4
36	I use computer to record teaching activities in the classroom	90 (34.0)	175 (66.0)	3
<i>Internet</i>				
37	I prefer to use internet connection in the office for academic work	45 (17.0)	220 (83.0)	4
38	I prefer using internet facility at home for academic work	26 (9.8)	239 (90.2)	4
39	I have been using internet for more than 5 years	13 (4.9)	252 (95.1)	4
40	I spend more than 5 hours daily on internet	61 (23.0)	204 (77.0)	3
41	I send materials to students using internet before class	92 (34.7)	173 (65.3)	3
42	I created an online group platform where students submit their assignments (e.g. Google classroom, Edmodo)	263 (99.2)	2 (0.8)	2
43	I encouraged my students to interact with me through e-mails	61 (23.0)	204 (77.0)	3

<i>Projector</i>				
44	I use projector to teach in classroom	66 (24.9)	199 (75.1)	3
45	I manage the operations of projector during lectures	74 (27.9)	191 (72.1)	3
46	I manage the operations of projector during conferences presentations	84 (31.7)	181 (68.3)	3
47	I make presentations without the use of projector	138 (52.1)	127 (47.9)	2
48	I can connect computer to projector without assistance	48 (18.1)	217 (81.9)	3
<i>Application Software</i>				
49	I use MS word often than other application packages	35 (13.2)	230 (86.8)	4
50	I use MS word to create tables	43 (16.2)	222 (83.8)	4
51	I use MS word to draw diagrams	70 (26.4)	195 (73.6)	3
52	My papers for publications are often in MS word format	33 (12.5)	232 (87.5)	4
53	I use PowerPoint often than other application packages	79 (29.8)	186 (70.2)	3
54	I use PowerPoint to create slides	26 (9.8)	239 (90.2)	4
55	I use PowerPoint to make presentations during teaching	38 (14.3)	227 (85.7)	4
56	I use PowerPoint to make presentations at conferences	20 (7.6)	245 (92.4)	4
57	I prefer creating slides directly on PowerPoint instead of typing on MS word	51 (19.2)	214 (80.8)	4
58	I use MS excel often than other application packages	134 (50.6)	131 (49.4)	2
59	I use MS excel to create tables of large data	75 (28.3)	190 (71.7)	3
60	I use MS excel for analysis	88 (33.2)	177 (66.8)	3
61	I use MS excel for creating different graphs	76 (28.7)	189 (71.3)	3

Criterion median = 2.50; Weighted median = 3.26; N = 265; Percentages in parenthesis; Med=median;

Key: NLM = Not like me; MLM = Much like me

As indicate in Table 2, items 23 to 28 cover the level of proficiency in the use of electronic board by academic staff in University of Ibadan. The Table shows that the median values of items 23, 24 and 26 are higher than the criterion median of 2.50 while the median values of items 25, 27 and 28 are lower than the criterion median of 2.50 which were divergent options of the items. The further reveals that 86.1% of the respondents indicated that interacting with students using electronic board delays their teaching (Item 28), 83.8% of the respondents claimed that the use of electronic board is complicated (Item 27) while 73.2% of them indicated that the use of electronic board tools is too complex for them to adapt with (Item 25). However, only 56.9% of the respondents indicated that the use of electronic board makes their teaching interesting (Item 26), 53.6% claimed they can connect the electronic board to computer without assistance (Item 24) whereas 53.2% were of the opinion that they enjoy using electronic board during teaching (Item 23).

The level of proficiency in the use of computer by academic staff in University of Ibadan was also examined and information on this aspect were generated using items 29 to 36. The table shows that the median values of all the items are higher than the criterion median of 2.50. The Table further reveals that more than 90% of the respondents indicated that they have been using computer for more than 5 years and for making presentations at conferences (Items 29 and 33), at seminars and workshops (Items 32 and 34), for

teaching/learning (Item 35) while as well as to prepare their lecture notes (Item 31). However, 66% of them indicated they use computer to record their teaching activities in the classroom (Item 36). Thus, because the actual median values generated are higher than expected, it can be concluded that academic staff in the sampled academic units of the University of Ibadan showed high proficiency in the use of computer.

In addition, Table 2 show that items 37 to 43 were used to measure the level of proficiency in the use of internet by academic staff in University of Ibadan. The result indicates that majority of the respondents (99.2%) indicated that they never created an online group platform like google classroom/Edmodo where students submit their assignments (Item 42). However, 95.1% of the respondents indicated that they have been using the internet for more than 5 years (Item 39) and 90.2% of them claimed that they prefer to use internet facility at home (Item 38) while 83% of them indicated they prefer to use internet connection in the office (Item 37) for their academic work. Furthermore, 77% of the respondents claimed that they spend over 5 hours daily on internet and encouraged their students to interact with them through e-mails (Items 40 and 43) while 65.3% indicated that they send materials to students using internet before class (Item 41). Therefore, since the Table reveals that the median values of items 37, 38, 39, 40, 41, and 43 are higher than the criterion median of 2.50 while item 42 is lower than the criterion median of 2.50 which is divergent option on the item one can conclude that academic staff in the sampled academic units of the University of Ibadan showed high proficiency in the use of internet.

Furthermore, the level of proficiency in the use of projector by academic staff in University of Ibadan was also measured using, items 44 to 48. Table 2, reveals that 81.9% of the respondents indicated that they can connect computer to projector themselves (Item 48) while more than 70% claimed that they use projector to teach in the classroom (Item 44) and they can manage the operations of projector during lectures (Item 45), 68.3% indicated that they can do same during conference presentations (Item 46) while only 47.9% indicated that they make presentations without the use of projector. The Table also shows that median values of 4 items (44, 45, 46 and 48) are higher than the criterion median of 2.50 while only item 47 is lower than the criterion median of 2.50 which is divergent option on the item. Based on this, one can infer that academic staff in the sampled academic units of the University of Ibadan showed proficiency in the use of projector.

To measure the level of proficiency in the use of application software by academic staff, items 49 to 61 were used. The Table further reveals that more than 90% of the respondents indicated that they use PowerPoint to make presentations at conferences (Item 56) and use it to create slides (Item 54). Also, more that 80% of the respondents claimed that their published papers are often in MS word format (Item 52), often used MS word than other application packages (Item 49), make presentations with PowerPoint during teaching (Item 55), use MS word to create tables (Item 50) as well as creating slides directly on PowerPoint instead of typing on MS word (Item 57). Further, more than 70% of them claimed that they prefer to use MS word to draw diagrams (Item 51), create tables of large

data (Item 59), create different graphs (Item 61) with the use of MS excel and also use PowerPoint often than other application packages (Item 53) while 66.8% of them claimed that they use MS excel for analysis (Item 60). However, 50.6% of the respondents indicated that they do not use MS excel often as they use other application packages (Item 58). The Table also shows that the median values of items 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60 and 61 had weighted median (3.26) which is higher than the criterion median of 2.50 while the median value of only item 58 is lower than the criterion median of 2.50 which is divergent option on the item. This is an indicator that academic staff in the sampled academic units of the University of Ibadan showed high proficiency in the use of application software. It can therefore, be concluded, that the academic staff in the sampled academic units in the University of Ibadan showed high proficiency in the use of e-learning facilities for their academic activities.

Research Question 3: What is the level of training and retraining on the use of e-learning facilities among academic staff of University of Ibadan?

Table 3: Level of Training and Retraining on E-learning Facilities

S/N	ITEMS	NLM	MLM	Med
62	I consider training on e-learning facilities a continuous learning	23 (8.7)	242 (91.3)	4
63	I often participate in e-learning facilities training sponsored by my institution	70 (26.4)	195 (73.6)	3
64	I strive very hard to acquire training on e-learning facilities	37 (14.0)	228 (86.0)	3
65	Retraining on e-learning facilities is considered a personal development in my institution	72 (27.2)	193 (72.8)	3
66	I have no time for retraining on e-learning facilities due to workload	190 (71.7)	75 (28.3)	2
67	I have not enjoyed training on e-learning facilities provided by my institution since I joined the workforce	107 (40.4)	158 (59.6)	3
68	E-learning training programmes should be organised for lecturers	19 (7.2)	246 (92.8)	4
69	I sponsor myself to acquire the skills on computer usage	44 (16.6)	221 (83.4)	4
70	The University sponsors me for computer skills acquisition	187 (70.6)	78 (29.4)	2

Criterion median = 2.50; Weighted median = 3.11; N = 265; Percentages in parenthesis; Med=median.

Key: NLM = Not like me; MLM = Much like me

From Table 3, items 62, 63, 64, 65, 66, 67, 68, 69 and 70 cover the level of training and retraining on the use of e-learning facilities by academic staff in University of Ibadan. The Table shows that the median values of items 62, 63, 64, 65, 67, 68, and 69 are higher than the criterion median of 2.50 while items 66 and 70 are lower than the criterion median of 2.50 which were divergent options of the items Table 3, further reveal that 92.8% of the respondents indicated that there is need to organise training programmes on e-learning facilities for them (Item 68) and 91.3% of the respondents claimed that they consider training on e-learning facilities a continuous learning (Item 1). Also, 83% of the respondents indicated that they strive very hard to acquire training on e-learning facilities (Item 64) while 83.4% of them claimed that they sponsor themselves to acquire the skills on computer usage (Item 69). Furthermore, 73.6% of the respondents indicated that they often participate in e-learning facilities training sponsored by the institution (Item 63) even though 72.8% of them claimed that retraining on e-learning facilities is considered a personal development in the institution (Item 65). However, 71.7% of the respondents indicated that they do not allow their workload to hinder them from participating in retraining on e-learning facilities (though 28.3% claimed that they have not time for such retraining on due to their workload) (Item 66) and 70.6% of them claimed that the university do not sponsor them for computer skill acquisition (only 29.4% indicated that they enjoyed sponsorship for such skill acquisition by the university) (Item 70). On the other hand, only 59.6% of the respondents indicated that they have enjoyed training on e-learning facilities provided by the institution since they joined the workforce (Item 67). However, result shows that academic staff in the sampled academic units of the University of Ibadan considered training and retraining on the use of e-learning facilities useful and essential.

Discussion

The result on the level of acceptance of e-learning facilities among academic staff in sampled academic units of University of Ibadan revealed that academic staffs realised the need and importance of accepting the use of e-learning facilities in ensuring effectiveness in their academic activities. The finding revealed a significant acceptance of e-learning facilities. This acceptance was also affirmed by the studies of Kumpulainen (2007); Ushiel, Aşkar & Baş (2008); Oye, Iahad & Bahim (2012b); Guma, Faruque & Haolader (2013) that ICTs have progressively been accepted as a means of instruction, curriculum, staff members' professional development and students' learning development. However, the finding of this study disagreed with that of Kripanont (2007) who found a very low acceptance/adoption rate of ICT facilities in higher education institutions. The high acceptance level of e-learning facilities among academic staff in the sample unit of the University of Ibadan could be due to factors such as provision of physical infrastructure, support from institutional management as well as organisational culture to use these facilities.

The result on the level of proficiency in the use of e-learning facilities among academic staff in sampled academic units of University of Ibadan revealed a very high level of proficiency in computer, projector, internet and use of application software. This corroborates the finding of Nwachukwu & Asom (2015) in a study on utilisation of computer technology for academic work by lecturers; these lecturers have average level of computer literacy skills and use it only for typing/printing of lecture notes, computation of students' results, surfing the internet for information among others. The finding of this study also supports that of Rosaini & Mahd-Arif (2010) who revealed that majority of teachers were knowledgeable in basic ICT. Also, it was clearly shown that the key factor in making ICT programs successful in schools is to upgrade the level of ICT knowledge among teachers (Moganashwari & Parilah, 2013). However, the finding of this study revealed that most academic staff were not proficient in the use of electronic board for academic work which could be attributed to the fact that some of the academic staff forget how to use the features of the electronic board and so could not manage its uses for teaching. Hence, most of them find it difficult to adapt with. This supports the findings of Al-Faki & Khamis (2014) who investigated the difficulties that teachers experience when they use the interactive board in English language classes. The study found that teachers face challenges when it comes to usage. The finding of this study also supports that of Nyika (2015) who revealed that lecturers lack ICT competencies, which as a result hinder teaching, learning and communication tool.

The result on the level of training and retraining on the use of e-learning facilities among academic staff in sampled academic units of University of Ibadan revealed that academic staff considered training on e-learning facilities a continuous learning and often participate in such training either sponsored by institution or personal. However, some of the academic staff claimed that, they have no time for training on e-learning facilities due to workload, and that the institution never supported them in such training which could be that they never had the opportunity to be part of those that the university often sponsor for computer skills acquisition. The finding of Al-Wehaibi, Al-Wabil, Alshawi & Alshöankity (2010) also asserted that staff members need to be trained in order to deal with different opportunities made possible through the use of ICTs in education, virtual universities and distance education to become more feasible on platform for higher education institutions. The finding of this study also supports that of Archibong, Ogbiji & Anjaobi-Idem (2010) on ICT competence among academic staff that majority of the academic staff funded their ICT training.

Implication for Tertiary Institutions

The findings of this study have implications for academic staff to accept and adapt to the use of e-learning facilities and to improve their knowledge through training and retraining so as to become well-informed on how to use e-learning facilities for teaching, research, presentation and publication.

Conclusion and Recommendations

The extent of e-learning facilities acceptance, proficiency, training and retraining among academic staff in higher institutions of learning was established. The main inference drawn from this study was that acceptance, proficiency, training and retraining on e-learning facilities is very crucial if job effectiveness among academic staff in higher institution is expected to be enhanced. It could be concluded therefore, that when e-learning facilities is widely accepted among academic staff of higher institutions, it leads to increased proficiency and the desire to acquire more knowledge through training. Based on the findings of this study, it was recommended that academic staff should strive to improve their knowledge of e-learning facilities so as to be able to use e-learning facilities for teaching, research, presentation and publication proficiently and that School administrators should introduce consistent training and retraining especially in the use of e-learning facility like electronic board where academic staff is deficient.

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