West African Journal of Education (WAJE)

(For enhanced quality of research and discourse on Education)

Vol. XL 2020 ISSN: 0043-2997

Website: http//www.instituteofeducui.com

The West African Journal of Education (WAJE) pioneered academic/professional publishing in the Sub-region in the late 1950s. It has also nurtured the development of a good number of academic journals that have expanded the frontiers of educational research and information exchange over the years. The WAJE, in its revised form maintains the goal of becoming the most widely cited education journal in the sub-region, hence the current efforts that are being made to enhance the quality of reports and other discourses published in it.

The WAJE has the tripartite mission of:

(a) promoting a culture of excellence in educational research;
(b) encouraging the exchange of profound and innovative ideas capable of generating creative practices in education research and practice; and
(c) disseminating information on educational development that are not usually easily available to academics and practitioners.

The Journal accordingly publishes the following categories of papers:

(a) Research papers that move away from orthodoxy and which really break new grounds in terms of methodology and findings;
(b) Essays and issues papers that contribute to re-orienting received ideas, values; and practices.
(c) Documents emanating from national and international conferences, as well as from large-scale research projects that project emerging trends and thinking in educational development.

The WAJE is published once a year – in any area of education relevant to academics and practitioners. Please note that the conclusions drawn and the opinions expressed in the journal are those of the authors and not necessarily those of the Editorial Board.

EDITORIAL STATEMENT

Institutions are set up in every part of the World to promote what is considered as desirable learning. In these institutions, the expectations from the learners are the acquisition of approved knowledge while the responsibility of imparting it dwells on the teacher. We are happy to publish in this volume ten articles which focus attention on the stakeholders involved in teaching-learning for effectiveness of education at all levels.

Odinko and Okocha researched on the extent of E-Learning facilities acceptance, proficiency, training and retraining among academic staff in University of Ibadan while Uzoeshi and Odinko's article clearly identified textual characteristics of recommended English Textbooks used at pre-primary and primary 3 level using Fog Index requirements in Rivers State, Nigeria. Other areas presented in this volume include; comparison of the Content validity of 2018 Mathematics Test Items of Public Examining Bodies in Nigeria; Undergraduates' Entry Requirements and Student Personal Variables as Determinants of Academic Performance in Faculty of Science, University of Ibadan, Nigeria; Assessing Teacher Competence in Items Development through Evidence of Convergent Validity of Test Scores from Alternate Examinations; Students Achievement in English Language, Mathematics, Basic Science and Basic Technology as Predictor of their Success in SSCE Science and Managerial Potentials as Determinants of Students' Entrepreneurial Self Reliance in Technical Colleges

Only one paper focused specifically on the roles of teaching methods the achievement of learners (Prevailing Methods of Teaching Daily Living and Socialization Skills to Students with Intellectual Disability in Ilorin Metropolis, Kwara State). Lastly, psychological issues as they impact on learners' achievement were discussed in two different papers (Relationship between Home Literacy Environment and Emergent Literacy Skill of Pre-School Children in Ilorin West Local Government Area of Kwara State; Mathematical competence and attitude as predictors of students' performance in secondary school physics).

The editorial team believes that the time has come when the issues raised in this volume be integrated into the school curriculum to aid all round development of learners.

Thank you.

Monica N. Odinko
Editor

EDITORIAL COMPOSITION

CALL FOR PAPERS

The Editor of the West African Journal of Education (WAJE) invites authors to submit manuscripts for consideration in these scholarly journals. The call for paper describes the guidelines for submission. Before manuscript submission, please read and strictly follow the guidelines for authors carefully. This will ensure that the publication of your manuscript is as rapid as possible. Manuscripts could be submitted at any time for publication in any subsequent issue to the following email addresses: moniquengozi@yahoo.com; babatundeezekiel11@gmail.com

CONTENTS

GUIDELINES FOR AUTHORS

General Information

Manuscripts submitted to our journals must be written in English. Full name of all authors should be indicated and the names of multiple authors are separated by a comma (please surname last). Provide the full affiliation for each author including institutional affiliation (or postal address), city, country, e-mail, etc. If multiple authors have contributed to the article, details of the corresponding author should be clear. Email address is compulsory for the corresponding author.

Structure and Format of the Manuscript

Contributors to the Journals are to respect the avowed principle of QUALITY in all its ramifications and ensure that:

(a) RESEARCH PAPERS are technically and faultlessly designed, executed and reported, with a clear contribution to knowledge.

(b) ESSAYS AND ISSUES PAPERS are analytically sound, presenting solid and original ideas that can positively influence change in educational thought, research and practice.

(c) The manuscript, which should include title, abstract, text, tables, figures, where necessary, should be type written on A4 size paper, with double-spacing and should not exceed 15 pages. The main text usually can be divided into separated sections, organised by Introduction, Methodology, Results, Discussion, Conclusion and Recommendation if any.

(d) Papers which should be written on only one side should be submitted in triplicate with a soft copy.

(e) Author(s) should strictly follow APA format 6th Edition (2010). Attention has been drawn to a few of the areas here.

Paper Title

An acceptable title should be brief, specific and informative, and should not be more than 23 words.

Abstract

The abstract should concisely state the purpose of the investigation and summarise the important findings and conclusions. It should be a single paragraph of generally not more than 250 words.

Keywords

Include 5 keywords or short phrases for indexing.

Introduction

What is the problem of the study?

Provide an overview of the scope and relevance of the research, especially with regards to previous advancements in the field and other related fields.

Methodology

Describe the methodology completely by presenting the research design or research type, choice of subjects, sampling technique used, instrumentation, including data collection procedure, statistical tests used for data analysis etc. If your manuscript is clinical or science-based, you need to include information on research duration, inclusion/exclusion criteria, processing and laboratory analysis. Use section headings/subheadings in a logical order to entitle each category or method.

Results

Present and illustrate your findings objectively and concisely, if appropriate, with figures/ tables. In the main text, describe each of your results clearly with suitable statistics *(Please also read more information on how to further present your results below).*

Discussion

Provide an interpretation of your results and make comparisons with previous studies. The significance of findings should be clearly described. If your results differ from your expectations, explain why that might have happened. If your results agree, then describe the theory that the evidence supported.

Conclusion and Recommendations

The main conclusions of your work should be presented. The contribution of the work to the behavioural and social sciences research and its implications should be emphasized. Recommendations should derive from the findings and may not be necessarily too many.

How to Present your Results

Table Title

Every table must have a unique title placed at the top. Titles should be clear and concise, and they should not be complete sentences. *(See an example below).*

Table Format

Table tools in Microsoft Word are strongly recommended for inserting a table. Tables created with the tab key or drawn by hand are inacceptable. Each table should be bordered by three horizontal lines, two lines above and one below. All other lines (rows and columns within the table should not be visible). In essence tables when completed should flow in one piece with the text (*See the example below).*

Table 1.2: Adjusted Mea ns for Treatment Effects and Critical Thinking

Independent Variable		Critical Thinking			95% Confidence Interval	
Treatment		M	SD	Std Error	Lower Bound	Upper Bound
(i)	Collaborative task method	58.18	11.14	1.26	55.70	60.67
(ii)	Self-directed learning	59.12	9.97	1.23	56.71	61.53
(iii)	Collaborative task method & Self-directed learning	59.17	9.72	1.13	56.94	61.39
(iv)	Traditional Method	57.71	12.75	1.16	55.42	59.99

Table Numbering and Citation

Tables in the main body of the text should be numbered consecutively and be referred to in text according to their appearance in the text. Ensure that your tables flow with the text in one piece after they have been created.

Figure Caption

Each figure should have a caption. The caption should be concise and typed below the figure, not on the figure area or above the figure. If figures have parts (for example, A and B), authors should ensure that all parts are explained in the caption. Ensure that the figures do not distort the flow of the text in the manuscript.

Figure Numbering & Citation

All figures like the tables are to be sequentially numbered with Arabic numerals. Figures should always be cited in text in consecutive numerical order.

Figure Resolution

Figures must be created at a minimum resolution of 300 dpi e. g JPG. Fuzzy or jagged figures or images and also line drawings done with Word will not be accepted. Authors are advised to replace them by conforming to the specified standard.

Scientific or Science- related Manuscripts

For Clinical or Science-related manuscripts the following should further be ensured:

Equation Format

The equation number should be placed in parentheses to the right of the equation. E.g. $H_{n+1}(1/n+1, 1/n+1, \ldots, 1/n+1)$ (1); Do not create equations as pictures. Use Math Type or insert symbols as normal text.

Equation Numbering and Citation

Equations where used should be referred to in text and be numbered consecutively with Arabic numerals to avoid ambiguities. Citation for an equation should be made by using "(1)," not "Eq. (1)" or "equation (1)," except at the beginning of a sentence e. g. "Equation (1) is…"

References

All sources cited in text must appear in the reference list, and all items in the reference list must be cited in- text. Use alphabetical system to arrange the references in the reference list. Ensure that all cited in- text sources are cited in the reference list. *Refer to APA referencing style (6th Edition) for proper citation of sources.* A few examples have been provided here.

References In-Text Citation Format

The APA citation format requires parenthetical citation within the text rather than endnotes or footnotes. Citations in the text provide brief information usually about the author, year of publication to lead readers to the source of information in the reference list at the end of the paper.

Compiling the List of References

Authors are requested to check all references for completeness, including author (s) names, year., paper title, publisher, journal heading, Volume, Number, pages for journal citations.

Books

Author(s) names, Year. Book title, Country and Publisher, e.g.

Adegoke, B. A. (2013). *Multivariate statistical methods for behavioural and social sciences research*, Ibadan: Estom Graphic Prints.

Journal Articles

Single Author

If the author's name appears in the text, place the author's name, year of publication in parenthesis, followed with a period or dot, the source title, volume and/or issue number, and page(s). **The example given is only for Journals with volume or issue number.**

Gillies, R. (2000). The maintenance of cooperative and helping behaviour in co-operative groups. *British Journal of Educational Psychology,* 70, 97-110.

Multiple Authors (2-7 authors)

List all the authors and follow the format for single author as indicated above e.g.

Alade, O. M. & Omoruyi, I. V. (2014). Table of specification and its relevance in educational assessment. *European Journal of Educational and Developmental Psychology*, 2(1), 1-17.

Conference Papers

State all authors' names, year in parenthesis, followed with a period or dot, article title, conference title, pp. e.g.

Strijbos, J. W. & Martens, R. L. (2001) Group-based learning: dynamic interaction in groups. Euro-CSCL Conference 2001, Maastricht, the Netherlands. March, 22-24.

Appendix

An appendix may be included (and is often helpful) in mathematical or computational modelling.

Ethical Consideration

Authors are to ensure that necessary ethical considerations are observed. These should include but not limited to the following:

i. While authors may not necessarily indicate respective contributions to the manuscript, an author should be someone who made significant contributions to the paper. Names should not be appended just on moral grounds.

ii. Ensuring that issues relating to confidentiality, consent and harm to participants have been addressed in the work.

iii. WAJE does not encourage the practice of duplicate publication or any type of plagiarism.

iv. Since the journals aims at publishing original high quality research work, submitted manuscript should not have been published anywhere or is been considered elsewhere for publication.

v. When received with sufficient evidence, plagiarized manuscript would not be considered for publication.

Manuscript Submission

Manuscripts could be submitted at any time for publication in any subsequent issue. Manuscripts are to be submitted both in hard and soft copies in triplicate to the Editor or Production Manager to the Editorial Board through the following email addresses: moniquengozi@yahoo.com; babatundeezekiel11@gmail.com

Manuscript Review

a. Papers are peer-reviewed; each paper attracts an assessment fee of N5, 000.00 or $30.00.

b. Neither the editor nor the editorial board shall be liable for article(s) lost in transit.

c. Those whose articles are accepted for publication will be so informed as regards other commitments.

d. The editor and the editorial board will not enter into correspondence with authors over rejected articles.

Initial Screening

Submitted manuscripts will be first screened by the editorial staff for completeness and to determine that the manuscripts meet the general guidelines of the journals. The Editor will decide to: (a) send the manuscript out for double blind review, (b) request initial revisions prior to the double blind review process, or (c) reject the manuscript.

Peer Review

Each manuscript will be screened by being subjected to rigorous and blind peer-review by a minimum of 2 peer reviewers. Referees who review a manuscript remain unknown to the authors. The journals ensure a submission acceptance rate based on merit and not favour, bias, or personal preference. All the reviewers forward to the editor a detailed report with their comments on the manuscript and their recommendation. Authors are sent reviewers' recommendation by the editorial staff and will not enter into any contact with reviewers.

Reviewers are expected to complete their reviews within 3 weeks. Papers which require revision will be sent to author(s) to be attended to within 5-7days. The editor will ensure that the quality of the revised paper is acceptable before it is published.

Proof Reading

Page proofs are considered to be the final version of the manuscript and so except for typographical or minor clerical errors which will be effected editorially, no changes will be made in the manuscript at the proof stage. Authors, who would want any major corrections, will be responsible for the expenses of making alterations of the original manuscripts at this stage. Proofs should be checked and returned within 3 days.

Copyright Permission

Authors who wish to use materials, objects, illustrations, pieces of works of art and the like may do so but are advised to obtain permission from copyright owners on their own well ahead of time, as such permission sometimes take time. Authors should also observe the principle of fair quotations while referring to other people's works. The WAJE or ER will not be liable for any copyright infringement.

Editorial Correspondence: If you have any question about the preparation of your article at any stage, please do not hesitate to ask.

Subscriptions: Inquires concerning subscription rates, orders and remittances should be addressed to the Editor.

Professor Monica N. Odinko
Editor at moniquengozi@yahoo.com

Review Policy

a. A reviewer should feel unqualified to review the assigned manuscript or affirms that he or she cannot meet the deadline for completion of the review. Such a reviewer should immediately notify the editor indicating his/ her inability to meet the process of reviewing the manuscript.

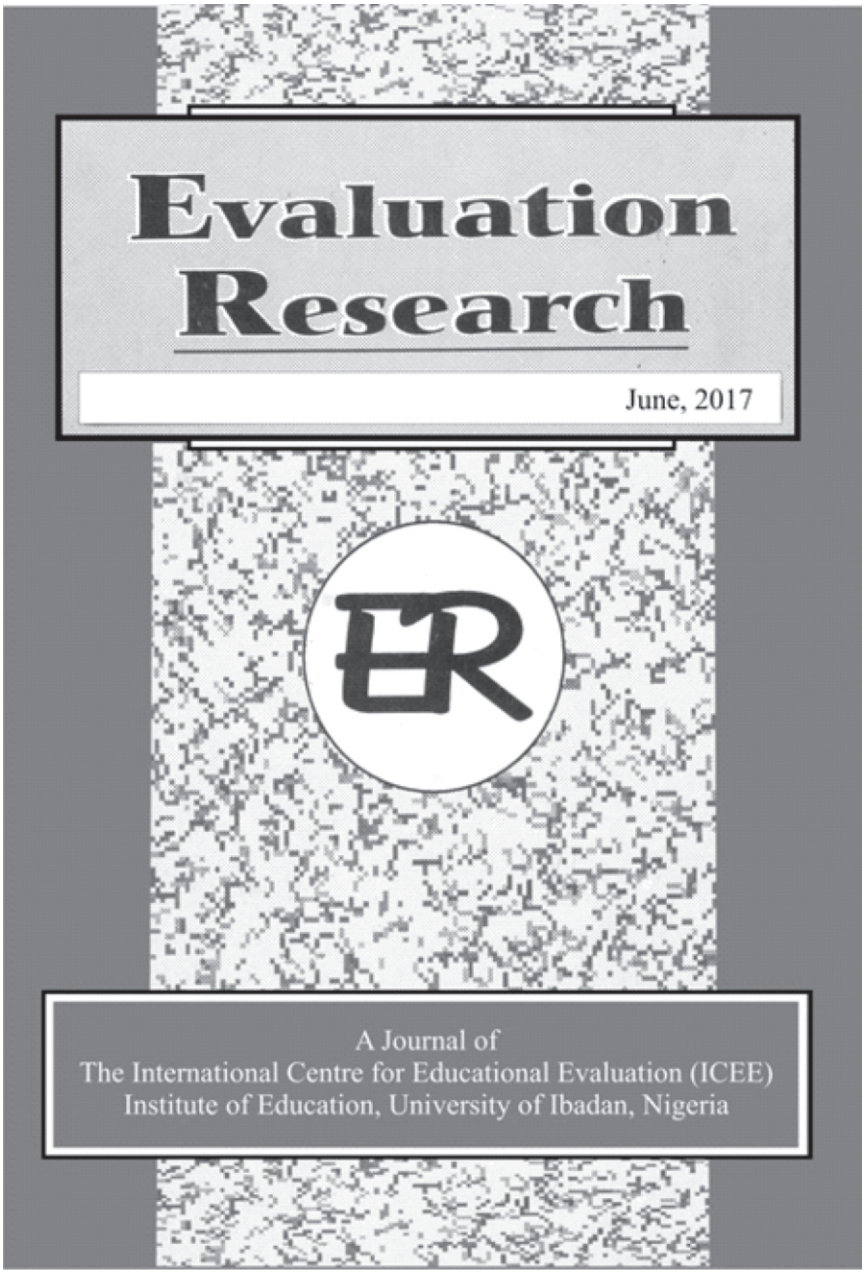
b. The reviewer should approach the peer-review job objectively without necessarily projecting personal criticism of the author.

c. Reviewers should not commit for personal research use any part of the manuscript under review before its publication.

d. The reviewer should as a matter of urgency notify the editor of any similarities between the manuscript under review and another article either published or under consideration by another journal. The reviewer should also immediately call the editor's attention to a manuscript containing plagiarized or falsified material or data.

Professor Monica N. Odinko
Editor at moniquengozi@yahoo.com

Introduction of a New Journal
Evaluation Research (ER)



EVALUATION RESEARCH (ER)

EVALUATION RESEARCH (ER) disseminates information and promotes discussion about evaluation of educational and social programmes. It is primarily concerned with evaluation activities of educational institutions and Non-Governmental Organisations as well as materials of interest to the practicing evaluator. Please note that the conclusions drawn and the opinions expressed in the journal are those of the authors and not necessarily those of the I. C E. E. or its Editorial Board. Request for permission to reproduce articles should be addressed to moniquengozi@yahoo.com; babtundeezekiel11.gmail.com

EDITORIAL COMPOSITION

CALL FOR PAPERS

The Editor of Evaluation Research (ER) invites authors to submit manuscripts for consideration in these scholarly journals. The call for paper describes the guidelines for submission. Before manuscript submission, please read and strictly follow the guidelines for authors carefully. This will ensure that the publication of your manuscript is as rapid as possible. **Manuscripts could be submitted at any time for publication in any subsequent issue to the following email addresses:**
moniquengozi@yahoo.com**,** sudaydom2000@yahoo.co.nz

West African Journal of Education
Vol. XL 2021 ISSN: 0043-2997

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

Monica N. Odinko & [1]Sunday N. Okocha
Institute of Education, University of Ibadan
E-mail: moniquengozi@yahoo.com & sundaydom2000@yahoo.co.nz
Correspondence Author[1]

Submitted: September 30, 2020; Revised: February 24, 2021; Accepted: March 7, 2021

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 **c**omputer 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 2.50indicating 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
	Electronic Board			
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
	Computer			
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
	Internet			
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

	Projector			
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
	Application Software			
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.

References

Abbasi, M. S. (2011). Culture, demography and individuals, technology acceptance behaviour: A PLS based structural evaluation of an extended model of technology acceptance in South-Asian country context, information systems evaluation and integration group, Ph.D. Thesis, Brunel Business School, Brunel University, London.

Ahmed, T. (2010). E-learning as a new technological application in higher education and research: An empirical study and proposed model. *The International Academic Research Journal*, 2, 2–13.

Akudolu, L. R. (2008). Quest for teacher needed competencies for instructional use of ICT: Views from European Union (EU). *Nigerian Journal of Teachers Education, Vol. 41.*

Al-Faki, I. M. & Khamis, A. H. A. (2014). Difficulties facing teachers in using interactive whiteboards in their classes. *American International Journal of Social Science. Vol. 3 No. 2.*

Al-Gahtani, S. S. (2016). Empirical investigation of e-learning acceptance and assimilation: A structural equation model. *Applied Computing and Informatics*, 12(1), 27–50.

Almobarraz, A. (2007). Perceived attribute of diffusion of innovation theory as predictor of internet adoption among the faculty members of Imam Mohamed Bin Saud University, PhD Thesis, University of North Texas.

Al-Wehaibi, K., Al-Wabil, A. Alshawi, A. & Alshöankity, (2010). Barriers to internet adoption among Faculty in Saudi Arabian Universities.

Archibong, I. A. & Effiom, D. O. (2009). ICT in University Education: Usage and Challenges among Academic Staff. African Research Review. *International Multi-Disciplinary Journal, Ethiopia, Vol. 3 (2)*, *404-414.*

Archibong, I. A., Ogbiji, J. E. & Anijaobi-Idem, F. (2010). ICT competence among academic staff in universities in Cross Rivers State, Nigeria. *Computer and Information Science* Vol. 3, No. 4. www.ccsenet.org/cis.

Bates, S. R. & Jenkins, L. (2007). Teaching and learning ontology and epistemology in Political Science. *Political Studies Association*, 27(1), 55–63.

Bhuasiri, W., Xaymoungkhoun, O., Zo, H. & Rho, J. (2012). Critical success factors for e-learning in developing countries: A comparative analysis between ICT experts and faculty. *Computers & Education*, 58, 843–855.

Carlson, S. & Gadio, C. T. (2002). Teacher professional development in the use of ICT. In Haddad, W. D. and Draxler, A. (Eds.), *Technology for education*. 118–132. Washington, DC: UNESCO; Academy for educational development.

Chen, H. & Tseng, H. (2012). Factors that influence acceptance of web-based e-learning systems for the in-service education of junior high school teachers in Taiwan. *Evaluation and Program Planning*, 35, 398–406.

Eze, S. C., Awa, H., Okoye, J., Emecheta, B. & Anazodo, R. (2013). Determinant factors of information communication technology (ICT) adoption by government-owned universities in Nigeria: A qualitative approach. *Journal of Enterprise Information Management,* 26(4), 427–443.

Eze, S. C. & Chinedu-Eze, C. V. (2018). Examining information and communication technology (ICT) adoption in SMEs: A dynamic capabilities approach. *Journal of Enterprise Information Management*, 31(2), 338–356.

Eze, S. C., Chinedu-Eze, V. C. & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: A study of M-University. *International Journal of Educational Technology in Higher Education. Vol.* 15:34.

Ghavifekr, S. & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES),* 1(2), 175-191.

Grip, A. & Loo, J. V. (2001). *The economics of skills obsolescence*: A review. *TijdshriftvoorArbeidsvaagstukken* 13, 213-221.

Gulbahar, Y. (2008). *ICT usage in higher education: A case study of pre-service teachers and instructors. The Turkish Journal of Educational Technology.* Vol. 7, Issue 1 Article 3.

Guma, A., Faruque, A. & Haolader, K. M. (2013). The role of ICT to make teaching-learning effective in higher institutions of learning in Uganda. *International Journal of Innovative Research in Science, Engineering and Technology*. Vol. 2, Issue 8.

Hu, P. J. H. & Hui, W. (2012). Examining the role of learning engagement in technology-mediated learning and its effects on learning effectiveness and satisfaction. *Decision Support Systems*, 53(4), 782–792

Keramati, A., Mofrad, M. & Kamarani, A. (2011). The role of readiness factors in e-learning outcomes: An empirical study. *Computer & Education*. Vol. 57, 1919–1929.

Kirschner, P. & Woperies, I. G. J. H. (2003). Mind tools for teacher. Technology, Pedagogy, and Education, 12(1): 127-149. Available from http://www.triangle.co.uk/jit/ Accessed 30 November, 2018.

Kripanont, B. N. (2007). Examining a technology acceptance model of internet usage by academics within Thai Business School. Ph.D. Thesis, School of Information Systems, Faculty of Business and Law, Victoria University Melbourne, Australia.

Kumpulainen, K. (2007). Educational technology: Opportunities and challenges, University of Oulu, Finland.

Ministerial Council on Education, Employment, Development, and Youth Affairs (MCEEDYA) (2008). *National assessment program information and communication technology literacy years 6 and 10: An assessment domain for ICT literacy*. Carlton: curriculum corporation. http://www.nap.edu.au/documents/MCCEDYA/ICTLPublicReport.pdf. Accessed 30 October, 2018.

Moganashwari, K. & Parilah, M. S. (2013). Knowledge, attitude and use of ICT among ESL teachers. *Proceeding of the Global Summit on Education.* 11-12 March 2013, Kuala Lumpur. Organized by WorldConferences.net.

Nwachukwu, V. N. & Asom MLS, F. (2015). Utilisation of computer technology for academic work by lecturers of University of Jos – Nigeria. *International Journal of Library and Information Science Studies*. Vol.1, No.2, 14-22.

Nyika, R. (2015). Adapting to the changes necessitated by ICTs in education and training: An assessment of the use of ICTs in the division of education, training and strategic studies at Gweru Polytechnic. *Greener Journal of Educational Research*, 5(6):215-222.

Ochogo, N. K. (2013). The influence of information and communication technology infrastructure and competence of lecturers on their preparedness for electronic learning: The case of the University of Nairobi, Kenya. Ph.D. Thesis, Distance Education of University of Nairobi.

Osman, N. A. A. (2014). The acceptance and use of information and communication technologies by staff members in Khartoum state's universities, Ph.D. Thesis, Dresden University of Technology, Sudan.

Oye, N. D., Iahad, A. N. & Rahim, A. N. (2012b). A comparative study of acceptance and use of ICT among university academic staff of ADSU and LASU: Nigeria, *International Journal of Science and Technology*. Vol. 1(1).

http://www.journalofsciencestechnology.org/archive/2012/jan_vol_1_no_1/649431325511381.pdf.

Perraton, H., Robinson, B. & Creed, C. (2002). *Teacher education through distance learning*: Technology, curriculum, evaluation, cost. Paris, UNESCO.

Rosnaini, M. & Mohd-Arif, H. I. (2010). Impact of training and experience in using ICT on in-service teachers' basic ICT literacy. *Malaysian Journal of Education Technology*, 10(2): 1-8.

Smaldino, S. E., Lowther, D. L. & Russell, D. J. (2008). *Instructional technology and media for learning* (9th ed.). Upper saddle River, NJ: Prentice Hall.

Tella, A. (2007). An assessment of secondary school teacher's uses of ICTs: Implications for further development of ICT's use in Nigerian secondary schools. *The Turkish Online Journal of Educational Technology.* Vol. 6, No. 3, 12-28.

Thephavongsa, S. & Qingtang, L. (2015). Exploring the ICT proficiency level among primary and secondary school teachers in LAO PDR. CEUR–WS.org/vol-2105/10000405.pdf.

Thomas, A. & Stratton, G. (2006). A national audit of 1CT equipment use, attitudes, support and training need of lecturers in middle-level colleges, *British Journal of Educational Technology*. Vol. 37, No. 4, 617-632.

UNESCO (2011). *Digital literacy in education, brief policy:* Institute of Information Technologies in Education.

_____ (2011). ICT competency framework for teacher version 2.0. Bangkok, Thailand.

_____ (2014). Information and communication technology (ICT) in education in Asia: A comparative analysis of ICT integration and e-readiness in schools across Asia. Montreal: UNESCO Institute for Statistics. http://www.uis.unesco.org/Communication/Documents/ICT-asia-en.pdf. Accessed on 30 October, 2018.

Usluel, k., Aşkar, P. & Baş, T. (2008). A structural equation model for ICT usage in higher education. *Educational Technology and Society*. Vol. 11 (2), 262-273. http://www.ifets.info/journals/11_2/19.pdf.

Wang, T. (2009). Rethinking teaching with information and communication technologies (ICTs) in architectural education. *Teaching Teacher Education*., 25(8), 1132–1140.

Zare-ee, A. (2011). University teacher' views on the use of information and communication technologies in teaching and research. *The Turkish Online Journal of Educational Technology,* Vol. 10(3).

Zhang, Q., Lu, C. & Boutaba, R. (2010). Cloud computing: State-of-the-art and research challenges. *Journal of Internet Services and Applications*, 1(1), 7–18.