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LECTURERS' PERCEPTION ON THE BENEFITS AND CHALLENGES FACING E-LEARNING IN PUBLIC COLLEGES OF EDUCATION, SOUTH-WEST, NIGERIA

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Abstract
This study assessed lecturers' perception on the benefits and challenges facing e-learning in public Colleges of Education (COEs), South-west, Nigeria. The study adopted descriptive research design of survey type. The population of the study comprised 1,741 lecturers in all the eight public Colleges of Education in South-west, Nigeria. Two research hypotheses were formulated, while two research questions were raised. Purposive sampling technique was used to select three states out of the six in the region and six COEs therein, while proportionate sampling technique was used to select 299 lecturers. Benefits and Challenges Facing E-learning Questionnaire (BCFEQ) was used to collect data. The instrument went through validation and the reliability test conducted on it through the use of Cronbach's Alpha yielded 0.86 reliability index. Mean, standard deviation and t-test were used to analyse the data. The findings of the study, among other things, revealed that e-learning facilitates engagement of students with interactive contents and gives room for flexibility in teaching and learning process. The challenges facing e-learning included lack of android mobile phone by students, internet problem and poor power supply. It was recommended that the government should ensure adequate provision of resources and properly review the curriculum of COEs to facilitate integration of the use of e-learning into the teaching and learning process and enhance students' academic performance.
Keywords: Benefits, Challenges, E-learning, Lecturers and Challenges

Introduction
Technological advancement which has impacted education system has given the process of teaching and learning a new dimension called e-learning. According to Olowonisi (2016), e-learning, as a channel of running systematic academic activities, is astronomically gaining recognition in education system in Nigeria. Yacob et al. (2015) emphasised that e-learning is a means of imparting knowledge to students by teachers, with the help of electronic technologies, to help students acquire desirable knowledge and skills. According to Ibezim (2017), e-learning involves the use of internet to uphold the systematic delivery of knowledge and skills by applying a logical approach that is not tied to any particular course, infrastructure or technology, but rather based on tractability which enables just-in-time teaching and learning, anywhere or anytime it is needed. Bibiana et al. (2021) opined that e-learning consists of all various forms of electronically supported teaching and learning, which are technical in character and intend to impact the construction of knowledge with reference to personal experience, exercise and knowledge of the students. Dhawan (2020) stressed that the use of e-learning process has called for the use of technologies which usually have great impacts on the education system. E-learning is an innovative tool which helps to enhance student-centredness and flexibility of learning.

Abu-Naser et al. (2017) argued that e-learning makes students to be passionately involved, as learning progresses together with sounds, videos, texts, and collaborative exchange of interactive graphics. This helps in enhancing the quality of teaching and learning. Songkram et al. (2015) opined that e-learning has a major benefit of ensuring knowledge acquisition anywhere, everywhere, and at the convenience of students. In addition, e-learning could be used for various methods of learning approaches via the use of the interactive

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contents existing on the internet and the technological accessibility. Joshua et al. (2016) argued that e-learning assists students to rely on themselves. In this context, lecturers are not seen as the sole knowledge source, but they provide guidance and advice to students to acquire knowledge. Gautam and Tiwari (2016) believed that through e-learning, students can get better feeling of the lecture room experiences, by re-playing the tape recordings of lectures for the purpose of allowing two-way transfer of knowledge. Shahzad et al. (2020) stated that the benefits of e-learning include better access to information, virtual experiences, opportunity for teachers to access many learners virtually, pedagogical improvements via graphic representations, increased collaboration and cooperation between teachers and students, synchronous learning and the use of better ICT infrastructure.

Irfan and Iman (2020) maintained that the challenges facing e-learning include several factors such as lecturers' inability to implement online learning, unsuitable internet facilities and lack of cooperation by students. According to Salawudeen (2015), unequal access to technology by the students, poor internet connectivity, students' attitude, cost of software and license cost, technophobia, school curriculum, electricity, and technical and maintenance support are the challenges facing e-learning in tertiary institutions in Nigeria. Wildana et al. (2020) stated that effectiveness of e-learning depends on the effectiveness of the various applications such as 'Google Classroom, Whatsapp, Zoom, among others. Poor access to internet and other facilities that help internet to operate would hinder effectiveness of e-learning. Jimoh and Adebayo (2024) opined that despite global transformation in teaching and learning from traditional approach to online method, poor knowledge of teachers and students in technologies manipulation for teaching and learning has been greatly constituting a great challenge to e-learning in higher institutions in Nigeria. The findings of Muhammad and Kainat (2020) revealed that shortage of technological facilities, poor interaction between teachers and students and inadequate access to internet constitute a great challenge to effective e-learning process in tertiary institutions. Jimoh and Adebayo (2024) maintained that in spite of the proven efficiencies of e-learning in education system, student attitudes, accessibility, passive learners, time challenges, infrastructural problems, communication issues and lack of technological knowledge do hinder its success.

Gordon and Gabriel (2021) lamented that the challenges facing e-learning in tertiary institutions in Nigeria are financial problem, irregular power supply, inadequate trained human resources, insufficient instructional technologies, lack of finance, insufficiency of fundamental infrastructure such as telecommunication infrastructure, unsatisfactory student-computer ratio, insufficiency of e-learning facilities and high cost of software. Eze et al. (2018) posited that despite the apparent and laudable benefits of the integration of e-learning approach into education system in higher education in Nigeria, its effectiveness has not been encouraging enough due to poor knowledge of teachers and students, and poor funding which education receives from governments.

Statement of the Problem

Through TETFund, different workshops have been organised for lecturers in COEs in Nigeria on e-learning, but it seems it has not been well-utilised in the institutions, despite its values and impacts on students, lecturers, and instructional delivery process itself. To support this, Samuel (2020) lamented that government spends huge amount of money on e-learning in tertiary institutions in Nigeria, but it is surprising that it has not been properly adopted in the institutions. Henry (2022) asserted that despite huge benefits which both lecturers and students could derive in e-learning, some challenges emanating from government, management, lecturers and students are hindering its effective usage. Some researchers have conducted studies related to this present study. For instance, Mohd-Basar et al. (2021) conducted a study on the effectiveness and challenges of online learning for secondary school students: A case study. Gordon and Gabriel (2021) investigated the benefits, challenges and prospects of integrating e-learning into Nigerian tertiary institutions: A mini review. Jimoh and Adebayo (2024) carried out a study on the challenges of online teaching and learning among selected universities in Kwara State. Hakeem (2020), Babatunde (2022) and Salami (2024) have also conducted studies related to e-learning. However, none of the studies mentioned above examined lecturers' perception on the benefits and challenges of e-learning in public COEs in South-west, Nigeria; hence, this is the gap which this academic lacuna which this study filled.

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Objectives of the Study

The objectives of the study are to:

i. examine the lecturers' perception on the benefits of e-learning in public COEs, South-west, Nigeria;
ii. determine the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria;
iii. investigate the lecturers' perception on the benefits of e-learning in public COEs, South-west, Nigeria based on gender
iv. assess the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria based on gender.

Research Questions

i. What is the lecturers' perception on the benefits of e-learning in public COEs, South-west, Nigeria?
ii. What is the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria?

Research Hypotheses

Ho_1: There is no significant difference in the lecturers' perception on the benefits of e-learning in public COEs, South-west, Nigeria based on gender;

Ho_2: There is no significant difference in the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria based on gender.

Methodology

The researchers adopted descriptive research design of survey type. All the 1,741 lecturers in the 8 public COEs, South-west, Nigeria constituted population of the study. Purposive sampling technique was used to select three states (Ogun, Osun & Oyo) out of the six states in the area. The states were selected, because each of them had one state and one federal College of Education. Proportionate sampling technique was used to select 299 lecturers (25 out the 113 in Federal College of Education, Iwo, Osun State; 32 out of the 148 in Osun State College of Education, Ila-Orangun; 124 out of the 564 in Federal College of Education (Special), Oyo, Oyo State; 23 out of the 103 in Oyo State College of Education, Lanlate; 53 out of the 243 in Federal College of Education, Abeokuta; and 42 out of the 189 in Sikiru Adetona College of Education Science and Technology, Omu-Ajose, Ogun State, using Krejcie and Morgan (1970) table for sample size determination. Benefits and Challenges Facing E-learning Questionnaire (BCFEQ) was used to collect data. BCFEQ was divided into three (A, B & C) sections. Section A was used to collect bio-data of the respondents, Section B contained 10 items on the benefits of e-learning, while Section C with eight items focused on the challenges facing e-learning in public Colleges of Education in South-west, Nigeria. The researchers and five trained research assistants collected data for the study. Three experts validated the instrument. Thirty copies BCFEQ were administered to 30 lecturers in a public College of Education outside the South-west. Cronbach's Alpha was used to analyse the data and reliability coefficient of 0.86 was realised. This justified that the instrument was reliable. Mean and standard deviation were used to answer research questions, while t-test was used to test hypotheses at 0.05 level of significance. Out of the 299 copies of questionnaire distributed, only 267 copies returned were used for analysis.

Results

Research Question 1: What is the lecturers' perception on the benefits of e-learning in public COEs in South-west, Nigeria?

Table 1: Lecturers' Perception on the Benefits of E-learning in Public COEs, South-west, Nigeria

S/N	Items	$\bar{X}$	SD	Decision
	E-learning:			
1.	facilitates engagement of students with interactive contents	3.93	1.42	Agree
2.	gives room for flexibility in teaching and learning process	3.52	1.31	Agree
3.	removes physical barrier in the process of imparting knowledge to students	3.74	1.36	Agree
4.	enhances personalisation of the process of passing knowledge to	2.92	.87	Agree

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	students			
5.	helps students to learn at their own pace	3.34	1.22	Agree
6.	facilitates quick assessment and feedback to students	3.14	1.14	Agree
7.	gives students opportunity to learn from different lecturers across the globe	2.96	.90	Agree
8.	adds fun to the process of teaching and learning thereby enhancing effective students' participation	3.50	1.28	Agree
9.	provides students opportunity to have access to different materials for learning	3.44	1.26	Agree
10.	builds time management skills in lecturers and students	2.98	1.01	Agree

$\bar{X}$: 1.00-2.49 = Disagree; 2.50-4.00 = Agree

Table 1 presents the lecturers' perception on the benefits of e-learning in public Colleges of Education, South-west, Nigeria. As shown on the table, the mean scores of items 1-10 (facilitates engagement of students with interactive contents, gives room for flexibility in teaching and learning process, removes physical barrier in the process of imparting knowledge to students, enhances personalisation of the process of passing knowledge to students, helps students to learn at their own pace, facilitates quick assessment and feedback to students, gives students opportunity to learn from different lecturers across the globe, adds fun to the process of teaching and learning thereby enhancing effective students' participation, provides students opportunity to have access to different materials for learning and builds time management skills in lecturers and students) were not less than 2.50. Therefore, the decisions taken on them were 'Agree.' This implies that the lecturers accepted that all the items were benefits of e-learning.

Research Questions 2: What is the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria?

Table 2: Lecturers' Perception on the Challenges Facing E-learning in Public COEs, South-west, Nigeria

S/N	Items	$\bar{X}$	SD	Decision
1.	Lack of android mobile phone by students	3.62	1.29	Agree
2.	Internet problem	3.33	1.14	Agree
3.	Poor power supply	3.01	.98	Agree
4.	Poor infrastructure	3.72	1.41	Agree
5.	Poor knowledge on information and communication technology	3.22	1.08	Agree
6.	Poor commitment to training on digitisation of teaching and learning process by managements	3.50	1.36	Agree
7.	Non-readiness of students to key into e-learning	2.84	.81	Agree
8.	Addiction of lecturers to physical lecture	3.62	1.29	Agree

$\bar{X}$: 1.00-2.49 = Disagree; 2.50-4.00 = Agree

Table 2 presents the lecturers' perception on the challenges facing e-learning in public COEs, South-west, Nigeria. As shown on the table, the mean scores of items 1-8 (Lack of android mobile phone by students, internet problem, poor power supply, poor infrastructure, poor knowledge on information and communication technology, poor commitment to training on digitization of teaching and learning process by managements, non-readiness of students to key into e-learning and addiction of lecturers to physical lecture) were not less than 2.50. Therefore, the decisions taken on them were 'Agree.' This connotes that the lecturers accepted that all the items were challenges facing e-learning.

ISSN 2736-0091
E-ISSN 2737-0107

Testing of Hypotheses

Ho_1: There is no significant difference in the lecturers' perception on the benefits of e-learning in public COEs in South-west, Nigeria based on gender

Table 3: Difference in the Lecturers' Perception on the Benefits of E-learning in Public COEs in South-west, Nigeria Based on Gender

Gender	N	$\bar{x}$	SD	t-cal.	p-value	Decision
Male	167	3.25	1.06			
				2.62	.065	Ho_1
Female	100	3.45	1.30			Accepted

Table 3 showed the calculated t-value (2.62), a mean difference of 0.20 and the p-value (0.65) which is greater than 0.05, which stands for the level of significance. As a result of this outcome, null hypothesis one was accepted. This depicts that there was no significant difference in the lecturers' perception on the benefits of e-learning in public COEs in South-west, Nigeria based on gender.

Ho_2: There is no significant difference in the lecturers' perception on the challenges facing e-learning in public COEs in South-west, Nigeria based on gender

Table 4: Difference in the Lecturers' Perception on the Challenges Facing E-learning in Public COEs in South-west, Nigeria Based on Gender

Gender	N	$\bar{x}$	SD	t-cal.	p-value	Decision
Male	167	3.25	1.02			
					.071	Ho_2
Female	100	3.47	1.32	2.60		Accepted

Table 4 showed the calculated t-value (2.60), a mean difference of 0.30 and the p-value (0.71) which is greater than 0.05, which stands for the level of significance. As a result of this outcome, null hypothesis two was accepted. This shows that there was no significant difference in the lecturers' perception on the benefits of e-learning in public COEs in South-west, Nigeria based on gender.

Discussion of the Findings

The findings of the study revealed that e-learning facilitates engagement of students with interactive contents, gives room for flexibility in teaching and learning process, removes physical barrier in the process of imparting knowledge to students, enhances personalisation of the process of passing knowledge to students, helps students to learn at their own pace, facilitates quick assessment and feedback to students, gives students opportunity to learn from different lecturers across the globe, adds fun to the process of teaching and learning thereby enhancing effective students' participation, provides students opportunity to have access to different materials for learning and builds time management skills in lecturers and students. This finding supports the finding of Babatunde (2022) that e-learning makes learning to take place at any time, it removes physical barrier to learning, enhances effective participation of students in learning, gives students opportunity to have access to different learning contents and enables students to have access to different online material. The finding is in tandem with the finding of Hakeem (2020) that e-learning promotes active participation of students in learning, enhances effective personalization of learning, affords students opportunity to have adequate access to online materials and removes physical barrier in learning.

The finding of this study showed that the challenges facing e-learning in public Colleges of Education, South-west, Nigeria were lack of android mobile phone by students, internet problem, poor power supply, poor infrastructure, poor knowledge on information and communication technology, poor commitment to training on digitisation of teaching and learning process by managements, non-readiness of students to key into e-learning and addiction of lecturers to physical lecture. This finding supports the position of Jimoh and Adebayo (2024) that the challenges facing e-learning include but not limited to inadequacy of lecturers and students' knowledge of ICT tools, heavy workload of lecturers, internet connectivity problems, limited

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technology infrastructure, connectivity issues, and difficulty in providing instant feedback and diminished social interaction. This finding corroborates the finding of Hakeem (2020) that poor infrastructure, internet problem, poor commitment to the implementation of e-learning, lack of lecturers' interest in e-learning and lack of computer literacy are the challenges facing e-learning in public polytechnics in Lagos State, Nigeria.

As revealed by the findings of this study, there was no significant difference in the lecturers' perception on the benefits of e-learning in public COEs in South-west, Nigeria based on gender. This finding agrees with the finding of Babatunde (2022) that there was no significant difference in the opinions of lecturers on importance of e-learning in Adeyemi College of Education, Ondo State, Nigeria based on gender. This finding is in consonance with the finding of Hakeem (2020) that there was no significant difference in the opinions of male and female lecturers on the benefits of e-learning in Colleges of Education in Niger State.

The findings of the study showed that there was no significant difference in the lecturers' perception on the Challenges facing e-learning in public COEs in South-west, Nigeria based on gender. This finding agrees with the finding of Salami (2024) that there was no significant difference in the opinions of male and female lecturers on the challenges s facing e-learning in Kogi State College of Education, Kabba. This finding supports the finding of Babatunde (2022) that there was no significant difference in the opinions of lecturers on the challenges facing e-learning in Adeyemi College of Education, Ondo State, Nigeria based on gender.

Conclusion

The study concluded that e-learning facilitates engagement of students with interactive contents, gives room for flexibility in teaching and learning process, removes physical barrier in the process of imparting knowledge to students, enhances personalisation of the process of passing knowledge to students, helps students to learn at their own pace, facilitates quick assessment and feedback to students, gives students opportunity to learn from different lecturers across the globe, adds fun to the process of teaching and learning thereby enhancing effective students' participation, provides students opportunity to have access to different materials for learning and builds time management skills in lecturers and students. The challenges facing e-learning were lack of android mobile phone by students, internet problem, poor power supply, poor infrastructure, poor knowledge on information and communication technology, poor commitment to training on digitisation of teaching and learning process by managements, non-readiness of students to key into e-learning and addiction of lecturers to physical lecture.

Recommendations

The following recommendations were made from the findings:

i. The government should ensure adequate provision of resources, properly review the curriculum of COEs to facilitate integration of the use of e-learning into the teaching and learning process and enhance students' academic performance.
ii. Managements of the institutions should ensure effective implementation of e-learning, by ensuring that lecturers genuinely key into its usage for imparting knowledge to students, to enhance their academic performance.
iii. Lecturers should see e-learning as an indispensable development in education that they need to key into, for the purpose of assisting students to develop the skills in acquiring knowledge via e-learning to enhance their academic performance.

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