THE USE OF E-LEARNING RESOURCES BY SECONDARY SCHOOL TEACHERS IN KWARA STATE

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ABSTRACT

This study investigates the use of e-learning resources by secondary school teachers in Kwara State. It was basically concerned with the use of e-learning resources by secondary school teachers in Kwara State. Specifically, the study intends to find out the availability, accessibility and usability of e-learning resources by secondary school teachers in Kwara State. The target population of this study was all secondary school teachers in Kwara State which were selected from some selected secondary schools in Ilorin metropolis using multistage sampling method; cluster and purposive sampling. A total of 200 teachers were drawn from the selected schools in Ilorin metropolis. A researcher designed questionnaire containing 24 items was deployed to collect data from the teachers. Simple percentage was used for the demographic data of respondents while t-test was used to answer research questions and for testing of research hypothesis. It was discovered that not many school have available e-learning resources and even the ones that have them do suffer from one challenge of poor or no network, epileptic power supply, no or poor manpower, etc. Also, it was revealed that accessing the available e-learning resources was not a challenge to the teachers but there were no furnished computer laboratories and that not all teachers have personal laptops, among other findings. There was no significance difference in the use of e-learning resources between the male and females and age was not a determinant of effective usage of the e-learning resources. It was concluded that e-learning is a must use for secondary schools hence the use of computers for most entrance examinations these days. Suggestions were raised on collaboration between government through ministry of education and other agencies to support e-learning and there should be injection of fund as well as training and retraining of personnel. A study of the use of e-learning resources by private and public secondary schools amongst other recommendations were made.

KEY WORDS: e-learning, resources teachers

INTRODUCTION

Technology is changing the way people do things in the world from across all sectors; agriculture, commerce and industry and education. The way teaching and learning is done at all

levels of education (Primary, Secondary and Tertiary) has also changed from the traditional to modern and is still changing with advancement in technology

Education and training are strategic tools that a society needs to continuously apply in order to sustain a global competitive advantage and create a better standard of living and development. In this technology-driven information age, every aspect of a country's economy is supposed to be properly networked with the global environment. This networking is particularly crucial in education that dictates the pace of development in other areas. Hence, the need to pay attention to the way information technology is changing the educational sector through the internet. E-learning, otherwise referred to as Computer-Based Training (CBT), Internet-Based Training (IBT) or Web-Based Training (WBT), includes all forms of electronically supported teaching and learning activities. E-learning has become a new paradigm and a new philosophy in library services as well as educational sector with a mission to serve as a development platform for present-day society based on knowledge.

According to Olaniyi (2006), e-learning is all about learning that occurs at the computer. The use of new multimedia technologies and the Internet in learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. E-learning technology has the potential to transform how and when learners learn. Learning will become more integrated with work and will use shorter, more modular, just in time delivery systems. E-learning delivers contents through electronic information and communication technologies. Advances in ICT have really revolutionized the way we teach and how we learn in many ways; for instance, increasing access to post-secondary instruction, improving the availability of educational resources, and facilitating meaningful interaction among learners. Harnessing the power of ICT has become a critical strategy among institutions eager to offer an affordable, efficient, and flexible learning environment for rapidly growing and diverse communities of learners.

The Senior Secondary School curriculum in Nigeria has been expanded with the inclusion of many science and vocational subjects. Use of appropriate modes of interactive technologies would ensure more effective and innovative lesson delivery towards internationalization and application of knowledge for technological developments. Considering the continuous and increasingly complex trend of this information age, the question is not whether education in Nigeria will move towards e-learning, but how? With computer education introduced at the pre- primary through a primary level of education, the appropriate level to introduce e-learning would be the secondary level of education, to be perfected at the tertiary level. The need for the changes in the learning process paved way for e-learning use in the teaching and learning processes where students are expected to play more active roles than before, (Alabi 2004).

Statement of the problem

The need to improve the quality of education to meet the needs of industry and the expectations of students is well established. In this context, there is a strong case for exploiting the opportunities made available by e-learning to enhance the learning experience of present day students. However, despite the potential benefits, many students and teaching staff would argue that developing or accessing suitable engineering e-learning resources can be challenging (Oliver, ThinkUp and, ThinkUp, 2016). E-learning's staggering growth has started to replace many traditional teaching methods over the years. It is being used in both standard education environments as well as in the corporate sector (Justin, 2014). According to Oliver et' al (2016), e-learning (or electronic learning) is learning that is delivered, enabled or mediated through the use of information and communications technology.

Also, reports and experience have shown that several secondary school teachers in Kwara State don't use technology to teach while the trend in teaching learning process these days requires the use of technology. The use of technology in secondary these days has become paramount hence the use of computer based test (CBT) examinations for enrolment into universities through Joint Admission and Matriculation Board (JAMB). Many students fail JAMB (CBT) exams as a result of their inability to use the computer efficiently. Most times, the fault is not purely theirs as the teachers themselves are not used to computer and even those that are computer literates have no access to these devices.

Furthermore, the concept of e-learning is considered to be very attractive as a new learning paradigm whose effect will be a positive one to the development of education in developing countries especially Nigeria, with all its potentialities not much effort is taken for its implementation. Present-day research of e-learning in Nigeria shows that despite having e-learning on the agenda, Nigeria is still facing a lot of problems in this field. Many of problems and challenges are not only technologically but also socially, educationally, economically and culturally sensitive. For instance, Awolola and Tejumola (2008) in their study on enhancing quality teaching and learning through the effective use of Information Technology listed two basic barriers as; teachers not being computer literate and non-availability of computers in schools. Therefore, the availability, accessibility and utilization of e-learning technologies for sustainable secondary education in Kwara State are the crux of the problem this study aims to analyze.

Purpose of the Study

The general purpose of this study is to investigate the usability of e-learning resources in secondary schools.

Specifically this study will investigate;

1. The availability of e-learning resources in secondary schools in Kwara state

2. Teachers' accessibility to e-learning resources

3. Teachers' usability of e-learning resources in Kwara state secondary schools

4. Factors that hinder the usability of e-learning resources in secondary schools in Kwara state.

Research Hypothesis

Ho1. There is no significant relationship between availability and use of e-learning resources

Ho2. There is no significant relationship between accessibility and usability of instructional resources

Ho3. There is no relationship between gender and use of e-learning resources

LITERATURE REVIEW

The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001). Electronic Learning (e-Learning) is an electronic delivery and administration of learning opportunities and support via computer network and web-based technology (Adu, Eze, Salako, and Nyangechi,2013). E-learning has become a new epitome and new underlying principles in library services as well as educational sector with a mission to serve as a development platform for present-day society based on knowledge. According to Olaniyi (2006), e-learning is all about learning that occurs at the computer. In our contemporary world, the learning through the aid of a computer simply means online knowledge acquisition through the internet or offline through CD-ROM etc. In other words, it is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. E-learning delivers contents through electronic information and communication technologies. Horton (2005) defined e-learning as the use of internet and digital technologies to create experiences that educate our fellow human beings. E-learning has the potential to revolutionise the way we teach and how we learn (DfES, 2003).

Abbad, Morris, and de Nahlik, (2009), defined e-learning to mean any learning that is enabled electronically. E-learning, according to OECD (2005) is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

Also according to Wentling et al (2000), the term e-learning refers to the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. To them, the e-learning depends on computers and networks, but it is likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones (Wentling et al., 2000). E-learning is any type of learning that takes place

through or with a computer and is primarily facilitated through the Internet but can also be accomplished with CD-ROMs and DVDs, streaming audio or video and other media. Welsh, Wanberg, Brown and Simmering (2003) also referred to the term as the use of computer network technology, principally through the internet, to provide information and instruction to individuals. E-learning is usually associated with use of computers but generally, it is a form of instructional delivery which can be provided through any appropriate electronic media such as the mobile phone, television, radio and so on.

Similarly, Hedge and Hayward, (2004) explains it as "an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive environment to any one, at any place, at any time". This is by utilizing the internet facilities and other digital technologies in consonance with instructional design principles. Another definition was offered by Ahmad, (2012) who sees e-learning as "learning that involves the use of electronic technology to deliver education and training, monitor learners' performance and to report the learners progress". Hence e-learning is all about learning with the use of technologies, presumably computer and other modern day tools (technology and communication infrastructure) for teaching and learning delivery.

It is therefore believed that e-learning in education is the wholesome integration of modern telecommunications equipment and ICT resources, particularly the internet, into the education system. E-learning is an instructional medium that permits alternative approaches to curriculum implementation in an ICT age. To sum it up, from the above, one could agree that all the definitions of e-learning were aimed at promoting teaching and learning delivery from teacher dominated domain to learners-centered approach. To them the most vital characteristics as well as advantage of e-learning in education is that it centers on the students or learners (Holmes and Gardner, 2006).

Availability and Usability of E-learning resources in Secondary Schools.

Implementation of any curriculum is dependent on the intelligent and rational choice the classroom teachers make about curriculum program and materials needed for use in schools. This is because the teachers are charged with the responsibility of the effective implementation of curriculum at all levels of education. It is therefore important that teachers should have unconditional access to information and communication technology facilities, such as computers, the internet sourcing among others. According to Amesi and Yellowe (2018), to ensure the availability of quality content online and through device, enrichment of existing curriculum and pedagogy by employing information and communication technology tools for teaching and learning, to enable students to acquire skills needed for the digital world for higher studies and gainful employment and to promote the use information and communication technology tools in classroom environment including employment of audio-visual medium and satellite based devices; it is important for government or school management to provide information and communication technology learning facilities in schools.

Availability of information and communication technology makes distinctive difference in the learning environment. Information and communication technology availability enhances teachers and students knowledge to become more self-sufficient but absent of information and communication technology in the learning environment destabilizes the students and make them not current in the aspect of Information and Communication Technology. In view of Ajayi (2008), the use of these facilities involves various methods which include systematic feedback system. Computer-based operation network, video conferencing and audio conferencing, internet worldwide websites and computer assisted instruction. Nwite (2007) in his study depicts that availability of computers and their connectivity to the internet was non-existent in virtually all the schools studied and utilization which is dependent on availability, and because availability is poor, thus usability was also found to be poor. The finding also agrees with Anumnu (2008) who revealed that non-availability of information and communication technology resources in schools hinders the actual utilization of information and communication technology in our school system.

In agreement with the views of Nwite and Anumnu, Edet and Francis (2013) opined that there is minimal utilization of information and communication technology gadgets in secondary schools. However, Jegede (2004) and Jegede and Owalabi (2008) revealed that there is considerable progress in assessment and availability of information and communication technology resources in Nigerian secondary schools. Information and communication technology usage for teaching and learning is basically sometimes hindered by lack of commitment by the government in terms of funding staff training, stable and formidable infrastructure, internet, power, e-library amongst others.

Impact of the use of E-learning resources in Secondary Schools

The benefits of e-learning are many. The effective use of information and communication technology in education has the potential to enhance achievement among students through greater collaboration, improved communication and opening of wider opportunities to share information. It may as well including cost-effectiveness, enhanced responsiveness to change, consistency, timely content, flexible accessibility, and providing customer value (Olomo, 2001). ICTs such as videos, television and multimedia computer software that combine text, sound, and colourful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process and tale collaboration. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events. Furthermore, some studies give advantage of e-learning as its ability to focus on the needs of individual learners.

For example, Marc (2002) in his book review on e-learning strategies for delivering knowledge in digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. Through e-learning, according to Rabah (2005), objectives can be accomplished in the shortest time with least amount of effort. Both learners and instructors can be able to accomplish and keep up with development as they obtain experience that is provided by numerous specialists in the various fields of knowledge. E-learning also aids in the preparation of the society to globally communicate and to dialogue with others (Zeitoun, 2008). E-Learning, in comparison with traditional learning, allows for easier access to online resources, databases, periodicals, journals and other material you wouldn't normally have easy access to from a library. If a student has trouble understanding part of the coursework, finding tips on the matter couldn't be easier than having immediate access to supplementary, unlimited and free material online! Moreover, e-learning is designed to cater to the needs of different types of learners, who wouldn't normally do as well in a traditional learning environment, as well as complement the traditional learning environment with more features to make it an even more appealing option for the sceptics.

However, according to Algahtani (2011), the likely benefits of e-learning are greater than the benefits of traditional learning if e-learning is used and applied in proper ways. It eases communication and improves the relationships that sustain learning. E-learning technology has the potential to transform how and when learners learn. Learning will become more integrated with work and will use shorter, more modular, just in time delivery systems.

Challenges of the use of e-learning resources in secondary schools

The call for the application of e-learning in secondary school education is to infuse and inject efficiency and effectiveness in curriculum implementation. However, in developing countries like Nigeria, e-learning is challenged with the problem of material devices such as computer, computer laboratories, internet and e-mail facilities, videophone systems and teleconferencing devices, fax and wireless applications, digital library, digital classrooms, multimedia systems and the problem of multimedia courseware development among others, (Global Information Technology Report, 2005).

Other studies indicated that there is dearth of trained teachers for e-learning, lack of facilities, infrastructures and equipment. (Mac-Ikemenjima, 2005; Jegede&Owolabi, 2008). As a member of least developed countries, Nigeria has lots of challenges associated with e-learning adoption despite the level of interest in e-learning. These challenges include among others:

- Lack of funds to acquire the state of the art equipment needed for implementing e-learning.
- Inadequate ICT infrastructure including computer hardware and software and bandwidth/access, electric power supply, telecommunication etc;

- Lack of skilled manpower to manage available systems and inadequate training facilities for ICT education.
- High cost of soft software would not encourage and permit e-learning to succeed, perhaps because they are not produced locally in the country
- Resistance to change from traditional pedagogical methods to more innovative, technology based teaching and learning methods, by both students and academicians.
- The over-dependence of educational institutions on government for everything has limited institutions ability to collaborate with the private sector or seek alternative funding sources for ICT educational initiatives.
- Ineffective coordination of all the various ICT for education initiatives due to lack of clear ICT policy in the country. (Mac-Ikemenjima, 2005 and Mahmud, 2010)

Similarly, Awolola and Tejumola (2008) in their study on enhancing quality teaching and learning through the effective use of Information Technology listed two basic barriers as teachers not being computer literate and non-availability of computers in school. Ajadi, Salawu and Adeoye (2008) in their study on the relevance of e-learning in the position of distance education in Nigeria outline poor ICT infrastructure and other socioeconomic reasons like inequality of access to the technology itself by students, the cost of a personal computer (PC) and laptop, technophobia, internet connectivity, software and license cost, maintenance and technical support, and electricity. Also, Nwankpa (2004) in his study on impediments to the growth of Information Communication Technologies in least developed countries of which Nigeria is one, listed some of the impediments as ICT education/limited human capital, (teachers) poor ICT infrastructure and weak policy/regulatory framework.

Anumnu (2008) is of the opinion that non-availability of information and communication technology resources in schools hinders the actual utilization of information and communication technology in our school system.

METHODOLOGY

This study adopted a descriptive survey research design, as it attempted to investigate *The Use of E-Learning Resources by Secondary School Teachers in Kwara State*, *Nigeria.* Population refers to the entire group of individuals, events or objects having common observable characteristics. The population for this study consisted of all teachers in secondary schools in Ilorin metropolis. There are 3,971 teachers across the selected secondary schools in Ilorin metropolis of Kwara State, Nigeria. The target population of this study was all the teachers which were drawn from the twenty (20) selected secondary schools using purposive sampling technique. A sample of 200 teachers were drawn from the selected schools, comprising of ten (10) teachers from each of the selected schools.The data collected from this study was analyzed using percentages, frequency counts and t-Test statistics.

RESULTS

The main purpose of this study is to investigate the use of e-Learning resources by secondary schools in Kwara State. 200 teachers from 20 secondary schools (10 per school) were sampled based on their demographics information (gender, age and educational qualification) and used for the analysis.

Section A presents the respondent demographic information. The research questions were answered in section B

Section A presents the respondent demographic information. The research questions were presented in section B, while section C presents the research hypothesis tested using parametric statistics at 0.05 significant levels.

SECTION A: RESPONDENTS DEMOGRAPHIC INFORMATION

Table 4.1: Respondents' gender

Gender	Frequency	Percent
Male	112	56.0
Female	88	44.0
Total	200	100.0

Table 4.1 shows the distribution of teachers sampled for the study; 56% are male while 44% are female.

Table 4.2: Respondents' Age

Age range	Frequency	Percent
20 – 35	84	42.0
36 – 50	91	45.5
51 and Above	25	12.5
Total	200	100.0

Table 4.2 shows the distribution of teachers sampled for the study; 45.5% are 36 – 50 years old, 42.0% are 20 – 35 years old while 12.5% are 51 years old and above.

Table 4.3: Respondents educational qualification

Educational qualification	Frequency	Percent
OND	6	3.0
NCE	37	18.5
HND	26	13.0
B.Sc/B.Ed	113	56.5
M.Ed/Sc and Above	18	9.0
Total	200	100.0

Table 4.3 shows the distribution of teachers sampled for the study; 56.5% are B.Sc/B.Ed holder, 18.5% are NCE holder, 13% are HND holder, 9% are M.Ed/SC and Above while 3% are OND.

SECTION B: ANSWERING OF RESEARCH QUESTIONS

Research Question one: What are the eLearning resources available in secondary schools in Kwara State?

Table 4.4: availability of eLearning resources in Secondary School

Items	eLearning resources	NA(%)	A(%)	M	S. D	Decision
1	there are available computers in my school	39(19.5)	161(80.5)	3.24	.902	Available
2	there is internet or wireless fidelity network in my	77(38.5)	123(61.5)	2.65	.995	Available
3	there is a multimedia projector/television in my	83(41.5)	117(58.5)	2.64	1.071	Available
4	my school has a furnished computer laboratory/e-library	57(28.5)	143(71.5)	2.99	.982	Available
5	flashcards, ready-made course wares, SD, CDROM etc. are available in my school	96(48)	104(52)	2.56	.954	Available
6	all teachers have personal computer/tables in my school	150(75)	50(25)	2.04	.888	Not Available

Decision mean = 2.50

Table 4.4 shows the availability of e-learning resources in secondary schools. The following e-learning resources were discovered to be available: computers, internet, projectors/television, computer laboratory, flashcards, ready-made course wares/ SD/CDROM. However, Not all teachers have their own personal computer/tablet.

Research Question two: How accessible are the available eLearning resources to the secondary school teachers?

Table 4.5: accessibility of eLearning resources by secondary school teachers

Items	accessibility	NA(%)	A(%)	M	S. D	Decision
1	teachers have access to the internet/Wi-Fi network in my school	83(41.5)	117(58.5)	2.67	.978	Accessible
2	the school computers are always free for use by the teachers	85(42.5)	115(57.5)	2.63	1.010	Accessible
3	teachers are provided with computers for use in my school	104(52)	96(48)	2.42	.989	Not Accessible
4	there are enough laptops for everyone (staff and students) in the school	144(72)	56(28)	2.09	.966	Not Accessible
5	my school has a conducive computer laboratory that offers students opportunity to learn	60(30)	140(70)	2.84	.952	Accessible
6	all classrooms have	176(88)	24(12)	1.65	.832	Not Accessible

	computers for use						

Decision mean = 2.50

Table 4.5 shows the accessibility of e-learning resources in secondary schools. The following e-learning resources were discovered to be accessible to the teachers: internet, computers, and computer laboratory. However, teachers are not provided with computers for use, there are not enough laptop of everyone, and all classrooms do not have computer for use.

Research Question three: What is the level of usability of eLearning resources by secondary school teachers?

Table 4.6: Level of usability of eLearning resources by secondary school teachers

Items	Usability	A(%)	S(%)	R(%)	N(%)	M	S. D
1	we use e-learning resources for teaching in my school	24(12)	68(34)	77(38.5)	31(15.5)	2.42	.894
2	there is always adequate network for use in my school	17(8.5)	60(30)	88(44)	35(17.5)	2.30	.855
3	the e-learning resources are all working well	30(15)	57(28.5)	72(36)	41(20.5)	2.38	.975
4	all teachers in my school know how to use all the e-learning resources	21(10.5)	43(21.5)	90(45)	46(23)	2.19	.912
5	teachers in my school are conversant with the use of e-learning resources	33(16.5)	55(27.5)	76(38)	36(18)	2.43	.969
6	all the teachers in my school are computer literate	24(12)	78(39)	81(40.5)	17(8.5)	2.54	.813

Decision mean = 2.50

Table 4.6 shows the level of usability of e-learning resources in secondary schools. It was observed that all the teachers in secondary schools are computer literate. However, the level of usability of e-learning resources of most secondary school teachers is minimal.

Research Question four: What are the factors affecting the use of eLearning resources in secondary schools?

Table 4.7: factors affecting the use of eLearning resources in secondary schools

Items	Factors	SA(%)	A(%)	D(%)	S.D(%)	M	S. D	Rank
1	there is always the problem of network	49(24.5)	93(46.5)	41(20.5)	17(8.5)	2.87	.881	2nd
2	digital divide affects the usage of e-learning resources by teachers	21(10.5)	109(54.5)	62(31)	8(4)	2.72	.704	4th
3	poor funding or lack of funds is affecting the usage	78(39)	78(39)	30(15)	14(7)	3.10	.902	1st

	of e-learning resources its usage among teachers							
4	male teachers are more conversant with e-learning resources than females	28(14)	60(30)	97(48.5)	15(7.5)	2.51	.827	6th
5	lack of or insufficient manpower affects the use of e-learning resources	40(20)	88(44)	56(28)	16(8)	2.76	.864	3rd
6	aged teachers find it difficult to use computers like the young ones	38(19)	65(32.5)	70(35)	27(13.5)	2.57	.948	5th

Table 4.7 shows the factors affecting the use of e-learning resources in secondary schools. It was observed that: poor funding, problem of network, insufficient manpower, digital divide, teachers' age, and gender; are the factors that affect the use of e-learning resources in secondary schools.

SECTION C: Testing of Research Hypothesis

H$_{O1}$: There is no significant relationship between availability and usability of eLearning resources in secondary school.

Table 4.8: The relationship between availability and usability of eLearning

variable	N	M	S.D	R	Sig. (2- tail)	Remark	
Availability	200	16.1150	4.41580	0.412	0.001*	**Do**	**not**
Usability	200	14.2650	3.98298			**accept**	

Table 4.8 shows that the availability of e-learning resources (M = 16.12, SD = 4.42) and usability of e-learning resources (M = 14.27, SD = 3.98) were minimally and significantly correlated. Therefore, the hypothesis that says, there is no significant relationship between availability and usability of eLearning resources in secondary school is not accepted. Hence, the available e-learning resources influence their usage in secondary schools.

H$_{O2}$: There is no significant relationship between accessibility and usability of eLearning resources in secondary school.

Table 4.9: The relationship between accessibility and usability of eLearning

variable	N	M	S.D	R	Sig. (2- tail)	Remark	
Accessibility	200	14.2850	4.17263	.616	0.001*	**Do**	**not**
Usability	200	14.2650	3.98298			**accept**	

Table 4.9 shows that the accessibility of e-learning resources (M = 14.29, SD = 4.17) and usability of e-learning resources (M = 14.27, SD = 3.98) were strongly and significantly correlated. Therefore, the hypothesis that says, there is no significant relationship between

accessibility and usability of eLearning resources in secondary school is not accepted. Hence, the accessibility to e-learning resources influence their usage in secondary schools.

H_{O3}: There is no significant difference between male and female teachers on levels of usability of eLearning resources in secondary school.

Table 4.8: difference between male and female teachers on the use of elearning resources

Group	N	M	S.D	df	T	Sig. (2- tail)	Remark
Male	112	13.8482	4.03634	198	-1.677	0.095	**Accept**
Female	88	14.7955	3.87197				

Table 4.9 shows that the male and female secondary school teachers level of usability of e-learning resources were not significantly different, t(198) = - 1.677, p > 0.095. Hence the hypothesis that says there is no significant difference between male and female teachers in their levels of usability of eLearning resources in secondary school is hereby accepted. Hence, teachers' gender does not influence their usage of e-learning resources in secondary schools.

Summary of Findings

The following are the summary of the major findings

1. The answer to the research question one reveals that: computers, internet, projectors/television, computer laboratory, flashcards, ready-made course wares/ SD/CDROM; are available in secondary schools. However, Not all teachers have their own personal computer/tablet.
2. The answer to the research question two reveals that: internet, computers, and computer laboratories; are accessible to secondary school teachers. However, teachers are not provided with computers for use, there are not enough laptops for everyone, and all classrooms do not have computers for use.
3. The answers to the research question three reveals that most of the teachers in secondary schools are computer literate. However, the level of usability of e-learning resources of most secondary school teachers is minimal.
4. The answer to the research question four reveals that: poor funding, problem of network, insufficient manpower, digital divide, teachers' age, and gender; are the factors that affect the use of e-learning resources in secondary schools.
5. The test of hypothesis one reveals that the available e-learning resources in secondary schools influence their usage in schools.
6. The test of hypothesis two reveals that the accessibility to e-learning resources influence their usage in secondary schools.
7. The test of hypothesis three reveals that teachers' gender does not influence their usage of e-learning resources in secondary schools.

CONCLUSION

Teaching and learning has to leave and is gradually leaving the traditional way to digital hence university entry examination (JAMB) for secondary school students has gone digital and there is nothing teachers can do about it.

The study explored the use of e-learning resources by secondary school teachers in secondary schools in Kwara State. The findings of the study revealed that there are available e-learning resources like computers, projectors, Wi-Fi network and furnished computer laboratories in secondary schools but they are inadequate and the network is always inadequate.
Also, from the study, it was revealed that teachers have access to the e-learning resources but not all are computer literate and not all have personal tablets and there is always a digital divide in the use of these resources if available by the secondary school teachers Kwara State. Poor funding, lack of manpower or poor technical know-how overdependence on government were seen as some of the major problems affecting usability of e-learning resources by secondary school teachers.

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