

## IMPLEMENTATION OF E-LEARNING PLATFORM FOR EDUCATION IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL),OMOKU, RIVERS STATE

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### Abstract

*This study inquired into the variables that influence implementing e-learning platform for education in federal college of education technical omoku. The purpose of this study was to identify the variables that influence the implementation of e-learning platform for education in Federal College of Education (Technical), Omoku, Rivers state ,Nigeria and to offer recommendations and suggestions towards its better implementation in the near future. The study was conducted by examining responses from 50 lecturers and 150 students drawn from a population 400 lecturers 500 students. The instrument used for this study was a structured questionnaire with 20 items divided into three first one seeks to find out Attitude of students' and lecturers' towards implementing of e-learning platform for education, while the second, seeks to examine the extent to which lecturers knowledge about e-learning influences the implementation of e-learning education platform. The third examined the challenges of implementing e-learning platform for education. The reliability of the instrument was determined using a test retest method and the data analysis method adopted for analysis is descriptive statistics of mean. The findings from this research revealed that implementing e-learning platform for education can boost the population of students and also will give the school competitive advantage over other Federal Colleges of Education Institutions. Based on the findings, recommendations were proffered.*

**Keywords:** *Digital technologies ,E-learning, ICT infrastructure.*

### Introduction

In the late 1800s, at the University of Chicago, the first major correspondence program in the United States was established in which the teacher and learner were at different locations. Before that time, particularly in preindustrial Europe, education had been available primarily to males in higher levels of society. The most effective form of instruction in those days was to bring students together in one place and one time to learn from one of the masters. That form of tradition education remains the dominant model of learning today. The early efforts of educators like William Rainey Harper in 1890 to establish alternatives were laughed at. Correspondence study, which was designed to provide educational opportunities for those who were not among the elite and who could not afford full-time residence at an educational institution, was looked down on as inferior education. Firstly, this shall focus on discussing what is meant by e-learning, and how the definition of e-learning has been developed up until the present day. Secondly, it shall discuss

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opportunities and limitations related to e-learning; e-learning in Education and how we can benefit from it. It also relates two of the most common models that might be applied to the adoption of technological innovation and investigates the stages through which technological innovation can happen. It is argued that the power of societies is highly affected by its stock of knowledge and how effectively they can use this knowledge in order to create new knowledge (Benneth, 2008 ) Bhalalusesa (2013) has indicated that the traditional learning style is delaying the presentation of knowledge in the modern era. Therefore the internet applications can be included in a successful way into blended learning, e-learning approach which is employed in this digital era of education Elzawi(2013). Ruttenbur et al., (2000 ) write that, "Keeping up with new information and knowing how to use it are "mission critical" activities to businesses and individuals alike in a market where competition is no longer characterized by the big beating up the small, but rather by the fast running past the slow". They also defined training and education as: "giving people the information and skills they need to compete effectively in the marketplace". They also emphasised that education and training institutions need to understand this definition of training and education in order to be able to provide ways of qualifying individuals with enough skills to cope with the demands of today's society. In addition, they argue that many traditional learning methods are not suitable for today's fast growing knowledge driven economies.

This study focused on implementation of e-learning platform for education in FCE (T), Omoku., thus, it is important to investigate the factors affecting e-learning development, as suggested through authors from universities who are more experienced in the adoption of e-learning. The aim of this review is to become knowledgeable with the guidelines and paths of where and how to explore e-learning development factors in FCE (T), Omoku. This review makes it possible to develop a framework for investigating the factors that could enable a more effective e-learning implementation. The quality of modern teaching and learning processes has been increased by using computers and digital technologies (Ghavifekr & Rosdy, 2015). There has been an educational shift towards e-learning which enables the use of information and communications technology and the inclusion of the internet in teaching and learning. E-learning enhances the learning processes by offering a different way of delivering education: flexible and easy to use. Many Higher Education Institutes (HEIs) have adopted e-learning for online courses or as a support for the face-to-face sessions (in blended learning approach). So, students of all ages and abilities have the chance to learn anywhere, at any time and at their own pace. The potential benefits of e-learning for Higher Education Institutes in general (and for Federal College of Education (Technical), Omoku in particular) will be discussed in this thesis, since there has not been sufficient research into the evaluations or perspectives of e-learning usage for students in FCE (T), Omoku. Despite the importance of e-learning in Higher Education (HE) and human development, the implementation or the performance of e-learning is still facing a number of challenges in FCE (T), Omoku. E-learning is a leap in the field of advanced education; it opens new horizons for all other institutions such as: the e-government, e-health and e-business in the country into the development and opening up to the world. From investigation there are huge numbers people across the country who are living in different location that are far from school willing to enroll for under graduate studies but based on their location and their work they cannot. From the personal experience of the author of this thesis, there are many difficulties, such as accommodation, transportation and time management, which are faced by people because of these

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great distances. Those challenges can be summarized as follows: leadership support; strategy; ICT infrastructure; culture; lecturers; students and the expert technicians. This research aims to identify the factors that will be beneficial to the implementation of e-learning in FCE (T), Omoku by considering the following aspects related to the stakeholders in HEIs: attitudes towards e-learning, philosophies and beliefs about e-learning, satisfaction with technology and the e-learning experiences

### **Statement of Problem**

E-learning can serve as an option for those willing to acquire education in tertiary level based on their tight schedule and location. In fact, e-learning requires more than just technology to be successful, there is also the need for academic professionals well trained in ICT, who are capable of using e-learning. This study seek to investigate how implementation of e-learning platform for education in FCE (T), Omoku in Ogba/Egbema/Ndoni Local Government Area, Rivers State can boost the population of students in FCE (T.), Omoku and also the performance of students as compared to the traditional means of education.

### **Objectives**

The main aim of the study is to implement e-learning platform for education in FCE (T), Omoku and to offer suggestions and recommendations on how it can boost students' academic performance and population of students in the college.

The objectives of this research project are:

1. To determine the perception of lecturers and students to the implementation e-learning platform
2. To determine if lecturers knowledge about e-learning influences the implementation of e-learning platform
3. To determine the challenges of implementing e-learning platform

### **Research Questions**

The following research questions will be answered to obtain finding of the study.

1. What is perception of lecturers and students to the implementation e-learning platform
2. To what extent does lecturers knowledge about e-learning influence implementation of e-learning platform
3. What are the challenges of implementing e-learning platform

### **Methodology**

#### **Research Design**

The research design used in this project was experimental research.

#### **Population of study**

The population of the study involves the lecturers and the students of FCE(T),Omoku in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The total number of lecturers is four hundred (400) and total number of students is five hundred (500) which sum up to the total of nine hundred (900) population. This study is aimed at implementing of e-learning platform for

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education in FCE (T), Omoku and to offer suggestions and recommendations on how it can boost students' academic performance and population of students in the college.

### **Sampling and Sampling Technique**

The sample size was two hundred respondents randomly selected from five departments in FCE (T), Omoku in Ogba/Egbema/Ndoni, Local Government Area, Rivers state. This comprise of fifty lecturers and one hundred and fifty students.

S/n	Department	Lecturer	Student
1	School of Secondary Education	10	30
2	School of Vocational Education	10	30
3	School of Technical Education	10	30
4	School of Primary Education	10	30
5	School of Business Secondary Education	10	30
Total		50	150

The sampling technique used in selecting the number of students and lectures in this paper is use of slips of paper. In this process the researcher identification mark of one member of the population is written. The slips are folded and put in a container and reshuffled. The researcher dips his hand and picks one slip. He unfolds the slip, record the element it contains, folds it again and puts it back into the container. The process it repeated until the required number of element is achieved.

### **Research Instrument**

The research instrument used for this research is a structured questionnaire for collection of data which was structured utilizing the modified likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

### **Validity of the instrument**

The instrument was validated by research experts in educational technology using face validity and was subsequently approved by them.

### **Reliability of Instrument**

The reliability of the instrument was done using cronbach alpha and items which returned alpha coefficient of 0.7 and above were considered being suitable for inclusion in the analysis while items which returned cronbach alpha less than 0.7 were not qualified and unsuitable for inclusion in the analysis.

### **Administration of the Instrument**

The questionnaire was physically administered to the respondents which include students and lecturers of selected department in FCE(T), Omoku in Ogba/Egbema/Ndoni Local Government Area, Rivers state. A considerable time was given to students and lecturers to completely fill the questionnaire.

### **Data Analysis**

The data collected were analyzed using descriptive statistics of mean. This is because it is the most appropriate statistics that will help in answering the research questions raised. For item to

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be acceptable, a cutoff point of 2.5 and above was adopted since this is slightly above average of the graded point of 2.0 which is disagree. So, if an item has a weight that is less than 2.5, it implies that such item is not satisfactory and therefore not considered. The items in the questionnaire were grouped in relation to the research questions. For each research question, the total responses were calculated and positive conclusion was drawn from responses which have high point.

## Results

This deals with analysis of data based on the research questions as well as discussion of result. Each set of result is analyzed based on the responses obtained from respondents and presented in the table. The total average of the various item listed in the questionnaires were computed and interpreted from the data and it's used in answering the research questions.

### Research question 1

Do students' and lecturers' attitude towards e-learning influence the implementing of e-learning platform for education?

#### Data for research question 1

SN	SA	A	D	SD
1	75	50	13	12
2	43	47	29	31
3	51	44	31	24
4	65	46	22	17
5	68	40	24	18
6	74	55	13	8
7	30	15	3	2
8	25	11	8	6
9	28	12	7	3

The raw scores of respondents

Item 1 to 6 are students because the total number is one hundred and fifty (150), while item 7 to 9 are for lecturers because the total number is fifty (50). Attitude of students' and lecturers' towards implementing of e-learning platform for education.

SN	ITEMS	N	$\bar{x}$
1	Students develop interest in e-learning platform for education	150	3.3
2	Students think implementing of e-learning platform for education necessary in tertiary institution	150	2.7
3	Students enjoy learning remotely	150	2.8
4	Students think e-learning is a more flexible way of teaching and learning	150	3.1
5	Students think e-learning can be a means of knowledge sharing between the teacher and the learner	150	3.1

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6	Students think lecturers will be helpful in using e-learning platform for knowledge sharing	150	3.3
7	Will students embrace e-learning platform for education as a modern means of knowledge sharing	50	3.5
8	Lecturers think e-learning platform for education will be beneficial to students in terms of ICT compliance	50	3.1
9	Lecturers think implementing e-learning platform for education will increase the population of students	50	3.3

Item 1 to 6 are students because the total number is one hundred and fifty (150), while 7 to 9 are for lecturers because the total number is fifty (50).

The mean score from table 1 above ranges from 2.7 to 3.5. Majority of the respondent with 3.3 acknowledge that students have interest in e-learning platform for education; respondents also affirmed that its use (e-learning) by lecturers will be helpful for sharing knowledge. Another group of respondents with 3.3 agreed that implementing e-learning platform for education will increase the population of students in the school. Respondents, subject to their values 3.5 acknowledged that students will embrace e-learning platform for education as a modern means of knowledge sharing, some agreed that e-learning is a more flexible way of teaching and learning. Another group of respondents agreed that e-learning platform for education will be beneficial to students in terms of ICT compliance. For these reasons students and lecturers have positive attitude towards the implementation of e-learning and as such their attitude do influence the implementation of e-learning platform for FCE (T), Omoku.

#### Research question 2

To what extent does lecturers knowledge about e-learning influence the implementation of e-learning education platform.

Data for research question 2

SN	SA	A	D	SD
1	40	10	0	0
2	10	40	0	0
3	30	19	0	1
4	40	7	3	0

The raw score of respondents

The total number is fifty (50) because it is meant for lecturers. Lecturers' knowledge about e-learning for education

SN	ITEMS	N	$\bar{X}$
10	Lecturers must have basic knowledge of ICT	50	3.8
11	E-learning will promote the awareness of FCE (T), Omoku	50	3.8
12	E-learning education platform will give FCE (T), Omoku competitive advantage over other colleges in Nigeria	50	3.7
13	E-learning platform for education will boost students' level of ICT compliance and also increase the population of students in FCE (T), Omoku	50	3.7

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The total number of lecturers is fifty (50) because it is meant for lecturers. The mean score from table 2 above ranges from 3.7 to 3.8. Majority of 3.8 are of the opinion that for implementation of e-learning platform for education that lecturers must have the basic knowledge of ICT skill and same group also agreed that e-learning will promote the awareness of FCE (T), Omoku. This shows that training of lecturers with the basic ICT skills matters a lot in implementing e-learning. Majority of respondents with 3.7 also indicate that implementation of e-learning for education in FCE (T), Omoku, will give the school competitive advantage over other colleges in Nigeria and will also boost students level of ICT compliance and also increase the population of students in FCE (T), Omoku.

### Research question 3

What are the challenges of implementing e-learning platform for education?

#### Data for research question 3

SN	SA	A	D	SD
1	5	10	36	99
2	1	4	15	130
3	0	0	5	145
4	0	16	4	130
5	2	2	6	40
6	0	0	19	31
7	0	0	3	47

The raw scores of respondents

Item 1 to 4 are for students because the total number is one hundred and fifty (150), while item 5 to 7 are for the lecturers because the total number is fifty (50).Lecturers knowledge about e-learning for education

SN	ITEMS	N	$\bar{x}$
14	The school has provided e-learning platform for education and devices to facilitating learning	150	1.6
15	The e-learning platform for education and devices is functioning effectively	150	1.2
16	The school management has paid attention in the area of electricity by providing constant power supply	150	1.0
17	The school management has made provision for standby generator in case of power failure	150	1.2
18	The school management has introduced training for lecturers on basic ICT skill in order to facilitate learning through e-learning platform	50	1.8
19	The school management has given lecturers orientation on the importance of introducing e-learning platform for education	50	1.4
20	The school management has been giving incentives to lecturers	50	1.1

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Item 14 to 17 are for students because the total number is one hundred and fifty (150), while item 18 to 20 are for the lecturers because the total number is fifty (50). The mean score from table 3 above ranges from 1.0 to 1.6. Majority of the students and lecturers affirmed that the school management has not paid adequate attention to the area of e-learning platform for education. Asked if the school management has made provision for learning devices, constant power supply, amongst others, the response was very poor indicating that such has not been provided. It was also discovered that the school management has not given lecturers orientation on the importance of implementing e-learning platform for education. However it was obvious that the school management is yet to design and implement e-learning platform for education in FCE (T), Omoku. Based on the result gotten from the research questions, the following findings were discovered.

- (i). That both students and lecturers attitude towards e-learning influences the implementing of e-learning platform for education.
- (ii). That implementing e-learning platform for education can boost the population of students and also will give the school competitive advantage over other federal colleges.
- (iii) That for e-learning to be implemented, the school management must give lecturers orientation on the importance of e-learning in this modern era.

### **Discussion of Findings**

The results obtained from the analysis above shows that both students and lecturers attitude towards e-learning influences implementing e-learning platform for education. Bhalalusesa(2013) have indicated that the traditional learning style is delaying the presentation of knowledge in the modern era. It was noted that implementing e-learning platform for education will significantly reduce the time need to locate information. Also, it was observed that introducing e-learning in the college is necessary and will breach teaching and learning gap in times of crisis just as the college experienced in few years ago. And also will expose students to access online resources, databases, journals and other material. If a student has trouble understanding part of the course work finding tips on the matter couldn't be easier than having immediate access to supplementary unlimited and mostly free material online. Oblinger and Hawkins (2005) suggest that e-learning has transformed from being a completely online course to use technology to deliver selected parts or all of course, independent of a fixed place or time.

### **Conclusion**

With the research carried out on this study so far, the following findings were discovered that students and lecturers have positive attitude towards the implementation of e-learning platform for education in FCE (T), Omoku. And also the college is yet to implement e-learning platform for education in FCE (T), Omoku. The above recommendations are very important as this will enable students and lecturers to be more exposed in the area of ICT. These steps, thou not easy to accomplish should be taken considerably for the purpose of attaining a strong and reliable technological base for students, lecturers and the college at large.

### **Recommendations**

Based on the findings of this study regarding the implementation of e-learning platform for education in FCE (T), Omoku the following recommendation were made:

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- i.The school management should introduce e-learning in the college and will breach teaching and learning gap in times of crisis just as the college experienced in few years ago
- ii.The school management should adopt e-learning for the college as this will serve as an alternative means for teaching and learning and those willing to enroll in the college but based on their busy schedule, work, location and amongst other reason cannot meet up with the traditional means will enroll in e-learning classes.
- iii.Adoption of e-learning will give the college a competitive advantage and will also promote the awareness of the school globally.

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