



## Geography Students Perception of E-Learning Teaching and Learning Tool among Institutions of Higher Learning in Kaduna State

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### ABSTRACT

*This paper presents a research on Geography student's perception on E-learning as a modern teaching and learning tool, the sample comprised of 167 NCE I, NCE II & NCE III Geography/Computer students of Federal College Education, Zaria. The respondents who participated in the research filled out questions using KOBO TOOL. The questions were designed for the research purposes to cover the hypotheses. The respondents' attitudes were recorded on a Four-Point Likert Type Scale. The results show that the respondents generally have a positive attitude towards the use of ICT in teaching, and that the use of ICT contributes to the modernization of teaching activities. Conclusively, these findings are intended to encourage teachers and students to adopt current teaching technologies as part of their educational progress and experience. The use of new teaching technologies and approaches will be critical in the future of educational development.*

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### INTRODUCTION

Rapid scientific and technical advancements have had an impact on education, triggering a modernization process in the classroom. The Internet and computers are key tools for updating academic training at the university/tertiary level; any advancement in the sector necessitate specific modifications in education, which in essence means using new educational technologies.

As a result of this incorporation, instructional materials are now readily available to all members in the learning-teaching process. The Internet, in particular, has a lot of potential for improving this process because it generates a lot of data that is continually growing while remaining internationally accessible at the same time (Stakić 2014). As a result, ICT knowledge has become a necessary component of modern and effective teaching.

In many ways, e-learning has changed the role of the instructor, just as it has affected the role of the student. Its significance is demonstrated, among other things, by the fact that it encourages the development of critical thinking. It gives us access to a growing number

of different sources of information, all of which are at our fingertips. Electronic encyclopedias, particularly Wikipedia, have grown in importance as they now contain millions of articles with easily available information (Stanković et al. 2015).

The implementation of the ICT and E-learning in Federal College of Education, during the COVID-19 2020/201 academic year has motivated the students to listen to audios, and search for more relevant materials online, through search engines and free source of encyclopedic knowledge. It is one of the most successful projects introduced by the current provost of the college who people currently refer to as the Digital Provost, created with the goal of enabling faster information exchange among Students and teachers. The project's goal was to introduce pupils to E-learning through integration of ICT. The project also aimed to persuade teachers to adopt a more modern teaching style. Students are exposed to an entirely different culture when they participate in a E-learning as part of a class-related activity. (Brailas et al. 2015)

Previous research has found a digital divide between university students and their



professors (Radovanovi et al. 2015); the findings suggest that when it comes to adapting to new technology, students are more motivated and willing to use the Internet and social media than their professors, which is reflected in their skills. Additionally, having a greater degree of crucial digital abilities improves learning outcomes (Pagani et al. 2016).

Students get more interested in research after employing a collaborative approach using the internet, so E-learning should be included in the classroom (Li *etal*, 2010). The attitudes of both the institutions they attend and their peers have an impact on how much pupils will rely on E-learning (Garrison 2018). Despite the fact that the scope and size of E-learning and ICT continues to expand, instructors and school librarians are nonetheless concerned about students' research use.

Tracy et al. (2015) investigated how classroom teachers and librarians perceive the effects of students' usage of E-learning on the quality of their research assignments, and the findings strongly show that it is a key to a successful research and learning process. Lim (2009) investigated the perspectives, motivations, and uses of E-learning among college students. The purpose was to use social cognition theory to better understand college students' attitudes toward E-learning. The following is the most important finding: nearly one-third of the students said they used E-learning for academic purposes. ICT is commonly used by students for quick fact-checking and background information.

Finally, E-learning-mediated collaborative activities have been shown to be beneficial for adopting a dialogic approach to teaching (Alghasab et al. 2019), as well as successful as an alternative strategy devised to assist school teachers in being equipped with relevant skills for facing challenges and improving performance in educational sectors (Chu, et al. 2011).

#### **Research Aims**

The aim of the research was to examine students' perception on E-learning as a modern teaching and learning tool among students of higher learning institution.

#### **Objectives**

- a) To determine whether the respondents preferred E-Learning as a form of teaching and learning.
- b) To examine the influence of the E-learning on the active participation of the respondents in the teaching process, as well as on the modernization of the teaching process.
- c) To determine if the respondents computer knowledge influence their adaptation and integration of E-learning as a form of teaching and learning.
- d) To determine the respondent's overall impression of the use of E-learning based on their choice of study programme.

#### **Research Hypotheses**

- a) The respondents prefer E-Learning as a form of teaching and learning.
- b) The respondents positively assess the influence of the E-Learning on the active participation in the classroom, as well as on the improvement of the quality and modernization of teaching;
- c) The respondent's computer knowledge does not influence their adaptation and integration of E-learning as a form of teaching and learning
- d) There is no statistically significant connection between the respondent's overall impressions of the use of E-learning based on their choice of study programme.

#### **METHODOLOGY**

The sample consisted forty six (46) NCE I, fifty nine (59) NCE II Sixty-two (62), & NCE I, Geography/computer students of Federal College Education, Zaria, that is a total of one hundred and sixty seven (167) respondents. The sample was composed of the Geography Computer students who volunteered to take part in providing related data for the research and their diverse knowledge of computer and IT knowledge and application

The research was conducted between January and March 2022. The respondent who participated in the research filled out a questions



using KOBO TOOL, a toolkit for data collection and analysis. The questions were designed to assess students' perception on e-learning as a modern teaching and learning with the aim of modernizing teaching at the college level. The questions were designed for research purposes to cover the hypotheses. The respondents' attitudes were recorded on a Four-Point *Likert*

Type Scale, ranging from Strongly Disagree, Disagree, Agree and to Strongly Agree.

**RESULTS**

**Hypothesis 1**

Option 1.1. The respondents prefer E-Learning as a form of teaching and learning

Option 1.2. E-Learning is an interesting way of acquiring new knowledge

**Table 1.** Distribution of the respondents based on Options 1.1, 1.2

Option/Scale	I strongly disagree	I disagree	I agree	I strongly agree
Option 1.1.	14.5%	17.1%	44.8%	23.6%
Option 1.2	9.0%	5.4%	49.9%	25.5%

The results according to **Option 1.1** show that the respondents prefer E-Learning as a form of teaching and learning. Therefore, with (44.8% agree + 23.6% strongly agree) 68.4% of the respondents accepted E-learning based on the hypothesis stated and (49.9% agree + 25.5% strongly agree) 75.4 % respondents strongly agreed with Option 1.2 see Table 3. Modernization of education in general has led to the modernization of additional forms of teaching: The findings related to Hypothesis 1 could encourage teachers to continue using E-learning as a modern way of learning in order to

modernize their activities, as well as to inspire students to actively participate in the classroom.

**Hypothesis 2**

The respondents positively assess the influence of the E-Learning on the active participation in the classroom, as well as on the improvement of the quality and modernization of teaching.

-Option 2.1. E-Learning contributes to the active participation of students in teaching activities

-Option 2.2. E-Learning has contributed to the improvement of the quality of teaching

**Table 2.** Distribution of the respondents based on Options 2.1, 2.2

Option/Scale	I strongly disagree	I disagree	I agree	I strongly agree
Option 2.1.	16.7%	12.1%	51.7%	19.5%
Option 2.2	16.5%	11.3%	53.8%	18.4%

Source: compiled by authors

Previous research has indicated that E-Learning contributes a positive influence on the active participation of students in the classroom (Moy et al. 2010). Students were especially motivated to search for secondary material through E-process. Moreover, students gained detailed knowledge about the assigned topic and learned how to transfer advanced scientific concepts to the public by using modern technology.

This research confirmed these results: since most of the respondents agreed or strongly

agreed with the aforementioned attitudes, Hypothesis 2 was confirmed with (51.7% agree + 19.5% strongly agree) 71.2% from Option 2.1 responses and (53.8% agree + 18.4% strongly agree) 72.2%. see Table 2.

This result is significant because it might entice teachers to implement the aforementioned projects into their courses, with the purpose of raising students' active participation in the classroom. Additionally, the research shows that E-learning contributed to the improvement of the quality of teaching the

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modernization of teaching activities, which is one of the priorities of educational institutions today.

**Hypothesis 3:** Computer knowledge influence the use of E-learning, adaptation and integration as a form of teaching and learning

**Table 3.** Correlation between computer knowledge and E-learning adaptation and integration

		Computer knowledge	Adaptation & Integration
<b>Computer knowledge</b>	Pearson	1	.706**
	Correlation		
	Sig. (2-tailed)		.005
<b>Adaptation &amp; Integration</b>	Pearson	.706**	1
	Correlation		
	Sig. (2-tailed)	.005	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson's correlation coefficient was calculated to determine whether there was a connection between the respondents' knowledge of computer and their attitudes towards the use of E-learning in its adaptation & integration in teaching. There results revealed that there was a strong positive correlation between the respondents knowledge of computer and their

adaptation and integration of E-learning into teaching and learning process, which was significant ( $r=.706, p=.005$ )

**Hypothesis 4:** There is no statistically significant connection between the respondent's overall impressions of the use of E-learning based on their choice of study programme.

**Table 4.** Respondent's overall impressions of E-learning based on their choice of study programme

$\chi^2$	0.111
df	2
p	0.446

Note:  $\chi^2$  –statistic, df – degree of freedom, p – statistical significance

The *Kruskal-Wallis* test was used to analyze the data pertaining to the overall impression of the use of E-learning based on their choice of study programme. The test revealed that there was statistically significant difference:  $\chi^2 (2) = 0.111, p = 0.446$  see Table 4. We therefore conclude that there is a relationship and connection between the respondents overall impressions and study programmes since the  $p < 0.05$ .

## DISCUSSION

The research described in this paper can significantly contribute to the upgrade of educational projects: the results show that the respondents generally have a positive attitude towards the use of ICT in teaching, and that the use of ICT contributes to the modernization of teaching activities. Modernizing education has become an indispensable requirement for our

society. Bearing all of this in mind, this research can entice teachers to incorporate ICT as additional literature and therefore contribute to this necessary renewal of education.

The research showed that the grade point has an important impact on the respondents' attitudes towards the use of ICT in teaching. This is why it is important to emphasize the fact that the majority of the respondents came from Department of Geography/Computer of the College. Also, the research confirmed that the implementation of the ICT in teaching and learning had a positive impact on the increase of student's performance and research work such as assignment and projects.

The results further revealed that some of the respondents preferred E-Learning as a form of teaching and learning because it makes them to be active participants in the class because they already have already listen to



audio or watched audio visual clip. The results clearly shows that the respondents computer knowledge influence their adaptation and integration of E-learning as a form of teaching and learning and their overall impression of the use of E-learning based on their choice of study program.

## CONCLUSION

The findings of the research confirmed the general hypothesis; respondents rated the usage of E-Learning as a manner of teaching and learning as favorable. They agreed that E-Learning had the potential to affect their active involvement in class. Students are more likely to cooperate and participate actively in class when E-Learning and ICT applications are used in the classroom. One of the effects of its use in the classroom is the improvement of students' ability to identify reliable sources of information, which has an impact on their ability to adapt and integrate instructional approaches. It was also established that the respondents rated the usage of E-Learning and ICT in the classroom as positive. They saw the value in the aforementioned innovations.

Overall impressions of the utilization of E-learning and their choice of study program were found to have a statistically significant relationship. The results were slightly different when it came to the respondents' general impressions on the usage of E-Learning and ICT applications in teaching; the research findings show the benefits of employing modern teaching technologies. The conclusion is that current teaching instruments and approaches enhance the learning-teaching process' quality. As a result, these findings are intended to encourage teachers and students to adopt current teaching technologies as part of their educational experience. The use of new teaching technologies and approaches will be critical in the future of education.

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