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Assessment of Awareness and Integration of E-Learning Amid Covid-19 Pandemic Among Language Lecturers in Public Universities, North-Central Nigeria

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Abstract

The research study investigated the awareness and integration of E-Learning amid Covid-19 pandemic among Language lecturers in Public Universities, North-Central Nigeria. The research was steered by three objectives as well as their matching research questions and null hypotheses. Survey design was adopted for the research. The population of the research consists of language lecturers in Government owned universities within North-Central Geo-political Zone-Nigeria. There is a total of 433 lecturers spread across 12 public universities in North-Central Zone of Nigeria. The sample size utilised within the study was 204 determined based on Research Advisors (2006) table for sample selection. The multi-stage technique for sampling was utilised in the selection of the sample for the research. The study utilised structured questionnaire entitled "Language Teachers' Awareness and Integration E-Learning Questionnaire" (LATAIE-Q). The questionnaire has four sections. Section 'A' elicits personal information of the respondents which consist of institutional affiliations, gender, location, highest qualification and experience. Section 'B' centres on the availability of e-learning resources for teaching language in public universities which has the following scales (Fully Available=FA, Partially Available= PA, Unavailable=UA & Uncertain=UC). Section 'C' collects data on the lecturers' awareness of e-learning facilities. This section has twenty-three items which are presented on a Likert-type four-point scale ranging from Fully Aware (FA), Aware (A), Unaware (U) and Fully Unaware (FU) with 4,3,2,1-point value assigned to each correspondingly. Section 'D' is on language lecturers' integration of e-learning facilities in language teaching. This section also consists of twenty-three objects evaluated on a Likert-type four-point scale running from Fully Integrated (FI), Partially Integrated (PI), Partially Not Integrated (PN) and Highly Not integrated (HN) respectively with weighted value of 4 to 1 with regards to scoring. The instrument was vetted by research experts in Computer Science and information science, test and measurement and Language. The reliability of the tool was obtained by means of pilot study. This was conducted at university of Abuja using 30 language Lecturers. Hence, 0.83 was realised. The study utilised frequency as well as percentage counts to showcase the basic personal information of the respondents. The standard deviations and arithmetic means were utilised in answering the questions raised by the research. In addition, the study used chi-squares to test the null hypotheses at 0.05 alpha level of significance. The study among others found that there were inadequate and insufficient e-learning language infrastructures amid Covid-19 pandemic for use among language lecturers in public universities in north-central, Nigeria. Some recommendations were put forth that include a need for Public universities to engage in a hyper-intensive awareness and campaigns programmes that will enable the language lecturers involved not only learn how to utilize Information and Communication Technology gadgets such as e-learning facilities in teaching language teaching but also be able to effectively and efficiently utilize such technological teaching aids.

Key Words: Awareness, E-learning, Integration, Language, Lecturers

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Introduction

Education is the process of acquiring relevant and worthwhile skills, attitudes, values and competencies in order to make one useful to himself, family, community and the nation at large. According to the Federal Government of Nigeria (2009), Education is a tool par excellence for the development of a nation. Using education as a tool par excellence for desired development of the nation; the government intends to make Nigeria a free as well as a democratic nation, an impartial and a society of equality, a self-reliant and strong nation, a dynamic and great economy and a society brimming of positive opportunity for every citizen (FGN, 2009). The strength as well as the quality of staff an organization possess determines its success. Ayodele (2000) in Audu (2011) stated that despite how effective as well as efficient an administrator is, he can only achieve success when he has the cooperation and support of well-qualified as well as committed teachers. The quality of a teacher is the backbone as well as the determining factor of education. An educational institution that lacks such standard of teacher might find it difficult to attain the stipulated goals as well as objectives of education system.

Information and Communication Technology (ICT) has come to stay as an indispensable complement and supplement to almost all sorts of human activities be it; economic, social, cultural. And political. This is because it has revolutionized daily human activities in its entirety (Salihu, 2021). One of such innovations brought about by the ICTs in the field of education is the emergence of e-learning resources. In the light of the foregoing, Ukachi (2014) stated that broadcasting of up-to-date and timely information becomes easier with the beginning of these technological innovations that assist in the dissemination of resources of electronic information.

Language is one of the important symbols of any culture and a means of transmitting and preserving it. The demise of language signifies the near end of that particular culture. The recurrent mass failure witnessed by students in language in the study area is a course of concern. This problem is partly blamed on the caliber of teachers available that is, teacher quality. This is because no student can progress beyond the level of instruction they received. Similarly, the quality of instructions received by the students in language is directly proportional to the quality of teachers they have.

According to the tally made available by John Hopkins University, the recent outbreak of Coronavirus Disease also known as COVID-19 has impacted more than 200 nations globally Nigeria inclusive. It is among the most widespread outbreaks of respiratory disease impacting many nations at the same time as well as a new specie of Coronavirus (SARS-CoV2) has been acknowledged as the causative organism (World Health Organization, 2020). The Director-General of WHO made pronouncement that the COVID-19 outbreak a Public Health Emergency of International Concern (PHEIC) on 30th January, 2020, as well as described it as a pandemic on the 11th of March, 2020, on the advice of the International Health Regulation Emergency Committee. The study's goal was to characterize the present state of the outbreak within Nigeria as well as to argue for the importance of efficient community health worker participation in a COVID-19 response. One of the biggest casualties around the world is the education sector. In Nigeria entire session is wasted at all levels of education. Unlike developed countries where facilities and manpower are adequate to continue the process of instructional delivery online, it is doubtful whether teachers especially at tertiary institutions are familiar

with instructional delivery online. Awareness is the first step before planning for content integration online. One key point to be kept in mind that the crux of these issues like online teaching and evaluation have precipitated recently due to the devastating effect of global Covid-19 pandemic. Maintaining of social distance of 2 meters is recommended as a key and consensus parameter in order to prevent its spread. And this is also mandatory even in a physical classroom for the resumption of educational operation. But most of the educational institutions are not well- equipped all on a sudden in implementing these edtech methods like online classes and evaluation to maintain the continuity of the operation. And primary inhibition, keeping aside issues like quality of teaching, students' engagement etc., appearing to adopt with online activities is the accessibility and affordability of high-speed internet and data to the mass of the students.

The lethally contagious Covid-19 pandemic has made the class room gathering impossible and has forced to adopt the online delivery of education as the sole and safest method of delivery in order to keep teaching-learning process on-the-go. The global teaching community has whole heartedly accepted the challenges of online delivery of teaching and are trying their best to contribute in the making of competent, knowledgeable, skillful, and above all socially empathetic future citizens. There is widespread doubt in the complete awareness, preparedness and capacity to integrate e-learning among language lecturers in public universities in north-central, Nigeria.

Various information retrieval tools have been installed at the university and Departmental libraries to facilitate access to e-resources by Academic Staff. However, it is not known whether they are aware of these resources or the extent to which they access and integrate the available ones amid Covid-19 to facilitate curriculum delivery process. Although there is abundant literature on the awareness level, access, integration as well as attitude of Academic Staff with regards e-learning infrastructure in institutions of higher education in Nigeria, yet there is dearth of extensive studies that is specific to language lecturers. Therefore, the challenge of this research is hinged on the determination of Awareness and Integration of E-Learning amid Covid-19 Pandemic among Language Lecturers in Government owned Universities, within the North-Central Nigeria

Aim/Objectives

The research is aimed at ascertaining the awareness level of e-learning facilities among language lecturers in public universities in north-central Nigeria. It is also aimed at determining the extent to which these e-learning facilities are adequately integrated to facilitate effective transaction and communication between language teachers and students. The research covered the underlisted specific objectives:

i. Determine the availability of e-learning language infrastructures amid Covid-19 pandemic in public universities in north-central, Nigeria;
ii. Find out awareness level of e-learning facilities amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria;
iii. Examine the extent to which e-learning language facilities are integrated for instructional purposes amid Covid-19 pandemic among language lecturers in public tertiary institutions (universities) in north-central, Nigeria;

Research Questions

The answered the underlisted questions:

i. What is the availability level of e-learning language infrastructures amid Covid-19 pandemic in public universities within north-central, Nigeria?
ii. What is awareness extent of e-learning facilities amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria?
iii. To what extent do e-learning language facilities are integrated for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria?

Null Hypotheses

With regards to the preceding, the underlisted null hypotheses were hypothesized as well as tested at 0.05 alpha.

i. There is no significant difference on the availability of e-learning language infrastructures amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria;
ii. There is no significant difference on the level of awareness of e-learning facilities amid Covid-19 pandemic among language lecturers in public universities within north-central, Nigeria;
iii. There is no significant difference on e-learning language facilities integration for instructional purposes amid Covid-19 pandemic among language lecturers within public universities in north-central, Nigeria.

Scope of the Study

This research titled "Assessment of Awareness and Integration of E-Learning Amid Covid-19 Pandemic Among Language Lecturers in government owned (Public Universities), within North-Central Nigeria" was delimited to public universities in north-central zone, Nigeria. Additionally, the study only covered language lecturers in the institutions under study. Furthermore, management officials of the institutions of study were also included in the study. The time-frame for the study was February-August, 2021, i.e. seven months' duration.

Theoretical Leanings

The Unified Theory of Acceptance and Use of Information Technology (UTAUT) is a technology integration and model of acceptance established in order to address the deficiencies and weaknesses of previous theories and models developed to explain user acceptance of IT. The UTAUT combines prominent features from eight models/theories: the Theory of Planned Behaviour (TPB), the Theory of Reasoned Action (TRA), the Motivational Model (MM), the Technology Acceptance Model (TAM), a model combining the TPB (C-TAM-TPB) and the TAM, the Innovation Diffusion Theory (IDT), the model of PC Utilization (MPCU), as well as the Social Cognitive Theory (SCT) (Venkatesh, Morris, Davis and Davis, 2003; Wu *et al.*, 2007; Ghobakloo *et al.*, 2010; Ani, 2013). A combined model was developed which is dependent on the empirical and conceptual similarities across these eight theories/models.

The UTAUT is a result of extensive study and review conducted by Venkatesh et al. (2003) who investigated eight prominent theories/models identified above, made a comparison of them empirically, and then created a novel model or "unified model" (The UTAUT). The theory is an indication that four principal constructs (performance expectancy, effort expectancy, social influence as well as facilitating conditions) are direct predictors of the intention of usage as well as behaviour (Venkatesh *et al.*, 2003; Alshehri, 2012; Ani, 2013). The variables of age, gender, voluntariness of usage as well as experience are said to mediate the effect of the four principal theories on usage behaviour as well as intention (Ghobakloo, Zulkifli and Aziz, 2010; Alshehri, 2012; Ani, 2013). This study intends to introduce other variables like location and qualifications to determine whether they will control the effect of the four key concepts.

The UTAUT model exceeded the eight individual theories/models in empirical testing and validation, proving that it is superior to them (Ghobakloo, Zulkifli & Aziz, 2010; Venkatesh et al., 2003). According to Wu, Tao, and Yang (2007: 2), the UTAUT model "provides up to 70% exposition or forecasting strength for technological adoption behavior, which is more efficient in comparison with any of the recognized models from previous times."

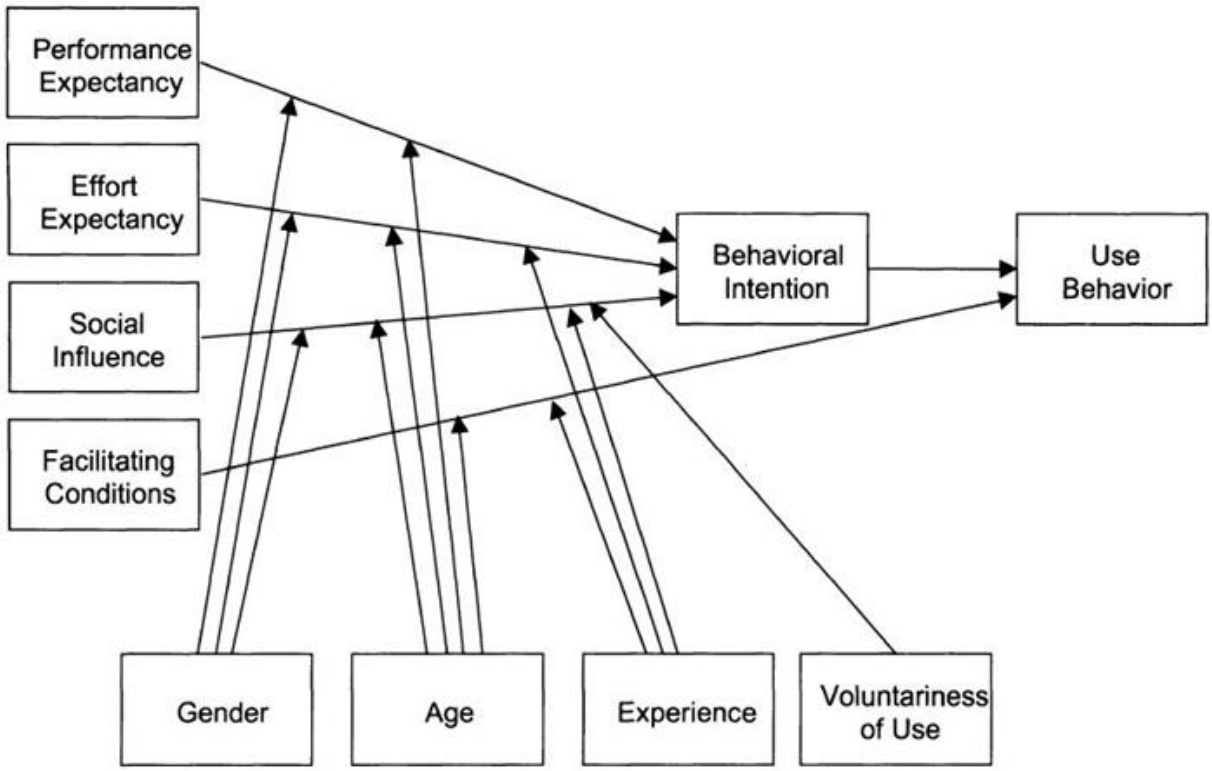

Figure 1: UTAUT model (Venkatesh et al., 2003)

The determinants are described as follows (Venkatesh et al., 2003: 447-453):

1. **Performance expectancy (PE)**: "is the rate at which personnel have belief that utilizing the network would be of assistance to him or her to achieve results in the performance of job." In the context of this research, it addresses the degree to which an academic staff in language have conviction that access as well as integration of e-learning infrastructures will be of assistance to him/her for enhancing his performance research and promote efficient communication and transaction at the point of teaching as well as learning procedure.
2. **Effort expectancy (EE)**: "is the rate of simplicity related to the utilization of the system". Within this research, effort expectancy implies the degree of simplicity of accessibility as well as integration of e-learning facilities. That is, whether e-learning facilities are open or closed subscriptions in terms of access. In addition, it means the ease in the process of integrating e-learning facilities in language education instructional delivery.
3. **Social influence (SI)**: "is the extent to which a personnel views that [it is] important others have a belief that he or she should utilise the new system." As used within this study, SI means the extent at which academic staff in language education recognizes that his/her professional/social colleagues have belief he/she should access as well as integrate-learning facilities in curriculum delivery process.
4. **Facilitating conditions (FC)**: "is the extent at which a person have belief that an institutional as well as technical infrastructure is in existence for supporting the utilization of the system." Within the context of this research FC denotes to the rate to which an academic staff in language education have belief that, infrastructural facilities of ICT in an organization are present for supporting access

together with integration of e-learning assets. In other words, the extent to which a staff of academics believes that his/her institution possess an conducive e-learning setting which will help in facilitating him/her access as well as integration them in curriculum delivery process.

Methodology

The study was conducted using survey design. It is commonly used by gathering data and systematically summarizing the distinguishing characteristics or facts concerning a specific population from a few persons or objects that are given consideration as the representative of the whole group (Salihu & Adamu 2016). Cross-sectional surveys according to Salihu, Muhammed, and Bayero (2016), are investigations in whereby samples are drawn from a specified population as well as contacted at one point in time. Decisions are made based on the information gathered from the subjects at that moment in time. The design was used basically for this study because it is a viable and effective method of examining large groups of people. populations and it also permits only a selected population to be utilised for representing the whole population. The population for this research consists of language Lecturers of government owned universities in North-Central Geo-political Zone-Nigeria. There is a total of 433 Lecturers spread across 12 public universities in North-Central Zone of Nigeria.

The sample employed in the study was 204 determined on the basis of Research Advisors (2006) table for selection of sample. It indicated that for a population of 433 at an error margin of 5% as well as 95% confidence level 204 is adequate. The multi-layered technique of sampling was utilised in the selection of the sample for the study. Three levels were involved. Foremost, purposive technique of sampling was utilised to select only language lecturers. The utilization of purposive sampling methodology is to guarantee that every lecturers chosen are language lecturers. Secondly, the proportionate stratified sampling method used in determining the number of lecturers to be selected in relation to the course taught and the faculties/departments they belong to. Thirdly, stratified simple random sampling method was utilised for the selection of respondents from all stratum.

The research used structured questionnaire entitled "Language Teachers' Awareness and Integration E-Learning Questionnaire" (LATAIE-Q). Questionnaire according to Shehu (2015) and Muhammad (2014) is the report which the respondents possess to respond in written form to assist in finding out their feelings, as well as judgement on the items designed within the questionnaire. The questionnaire is made up of four sections. Section 'A' elicits personal information of the respondents which consist of institutional affiliations, gender, location, highest qualification and experience. Section 'B' centres on the availability of e-learning resources for teaching language in public universities which has the following scales (Fully Available=FA, Partially Available= PA, Unavailable=UA & Uncertain=UC). Section 'C' collects data on the lecturers' awareness of e-learning facilities. This particular section is made up of twenty-three objects that are exhibited on a four-point Likert-scale type ranging from Fully Aware (FA), Aware (A), Unaware (U) and Fully Unaware (FU) with 4, 3, 2, 1 point value assigned to each correspondingly. The data collected in this portion was utilised to determine language lecturers' awareness of e-learning facilities. Section 'D' is on language lecturers' integration of e-learning facilities in language teaching. This section also consists of twenty-three objects analysed on a four-point Likert scale type which ranges from Fully Integrated (FI), Partially Integrated (PI), Partially Not Integrated (PN) and Highly Not integrated (HN) respectively with weighted figure of 4 to 1 with regards scoring.

The instrument was vetted by research experts in Computer Science and information science, test and measurement and Language. The reliability of the tool was obtained from the pilot survey conducted. In order to determine reliability co-efficient of the instrument, Cronbach-alpha method for the determination of the consistency coefficient is utilised. This was conducted at university of Abuja using 30 language Lecturers. Hence, 0.83 was realised. The study used the assertion of Danjuma and Muhammad (2011) which stress that a

tool is consistent if its co-efficient of reliability lies between 0.64 and 1. In the light of this, the research instrument is reliable for the main work. The research utilised frequency as well as percentage counts for the presentation of the basic personal information of the respondents. The standard deviations as well as arithmetic means were utilised in answering the questions raised from the research. In addition, the study used chi-squares to test the null-hypotheses at 0.05 alpha significance level.

Results

Research Question One:

What is the availability extent of e-learning language infrastructures amid Covid-19 pandemic in public universities in north-central, Nigeria?

Table 1: Cumulative Mean Responses on the **Availability of E-Learning Facilities Amid Covid-19 Pandemic among Language Lecturers in Public Universities in North-Central, Nigeria**

1.1. S/No	1.2. Items	1.3. Response Categories				1.4. Mean
		1.5. VA	1.6. A	1.7. U	1.8. VU	
1.9. 1	1.10. E- journals	1.11. 36	1.12. 15	1.13. 38	1.14. 32	1.15. 2.45
1.16. 2	1.17. E- books	1.18. 45	1.19. 68	1.20. 5	1.21. 53	1.22. 2.79
1.23. 3	1.24. E- database	1.25. 40	1.26. 29	1.27. 32	1.28. 20	1.29. 2.74
1.30. 4	1.31. E- thesis/Dissertation	1.32. 13	1.33. 42	1.34. 26	1.35. 40	1.36. 2.23
1.37. 5	1.38. World-Wide-Web	1.39. 4	1.40. 4	1.41. 13	1.42. 100	1.43. 1.27
1.44. 6	1.45. E-research reports	1.46. 5	1.47. 4	1.48. 101	1.49. 11	1.50. 2.02
1.51. 7	1.52. E-audio	1.53. 9	1.54. 3	1.55. 26	1.56. 83	1.57. 1.49
1.58. 8	1.59. E-magazine	1.60. 4	1.61. 17	1.62. 21	1.63. 79	1.64. 1.55
1.65. 9	1.66. E-digital repository	1.67. 4	1.68. 8	1.69. 40	1.70. 69	1.71. 1.56
1.72. 10	1.73. E-image	1.74. 47	1.75. 13	1.76. 51	1.77. 10	1.78. 2.80
1.79. 11	1.80. E-scripts	1.81. 16	1.82. 9	1.83. 72	1.84. 24	1.85. 2.14
1.86. 12	1.87. E-help and tutorial	1.88. 49	1.89. 21	1.90. 40	1.91. 11	1.92. 2.89
1.93. 13	1.94. E- archives	1.95. 10	1.96. 19	1.97. 81	1.98. 11	1.99. 2.23
1.100. 14	1.101. E-conference papers	1.102. 11	1.103. 6	1.104. 29	1.105. 75	1.106. 1.61
1.107. 15	1.108. E- government papers	1.109. 5	1.110. 13	1.111. 65	1.112. 38	1.113. 1.88
1.114. 16	1.115. E-monographs	1.116. 5	1.117. 5	1.118. 61	1.119. 50	1.120. 1.71
1.121. 17	1.122. Blogs	1.123. 45	1.124. 8	1.125. 38	1.126. 30	1.127. 2.56
1.128. 18	1.129. YouTube	1.130. 15	1.131. 16	1.132. 57	1.133. 33	1.134. 2.11
1.135. 19	1.136. E-newspapers	1.137. 23	1.138. 18	1.139. 70	1.140. 10	1.141. 2.45

Decision Mean=2.5

Table 1 presented the views of respondents (Lecturers) on the availability of e-learning infrastructures amid Covid-19 pandemic in public universities in north-central, Nigeria. The table is shown to be negative as the established decision mean of 2.5 is greater than the aggregate mean of 2.11. this implied that e-learning infrastructures for language teaching and learning in public universities in north-west zone, Nigeria are not available.

Research Question Two:

What is awareness level of e-learning facilities amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria?

Table 2: Cumulative Mean Responses on the Awareness Level of E-Learning Facilities Amid Covid-19 Pandemic Among Language Lecturers in Public Universities in North-Central, Nigeria

1.172. S/No	1.173. Items	1.174. Response Categories				1.175. Mean
		1.176. EU	1.177. FU	1.178. PU	1.179. NU	
1.180. 1	1.181. E-journals	1.182. 56	1.183. 15	1.184. 31	1.185. 19	1.186. 2.89
1.187. 2	1.188. E-books	1.189. 62	1.190. 18	1.191. 21	1.192. 20	1.193. 3.01
1.194. 3	1.195. E-database	1.196. 12	1.197. 8	1.198. 34	1.199. 64	1.200. 1.76
1.201. 4	1.202. E-thesis/Dissertation	1.203. 16	1.204. 47	1.205. 33	1.206. 25	1.207. 2.45
1.208. 5	1.209. World Wide Web	1.210. 16	1.211. 5	1.212. 24	1.213. 76	1.214. 1.68
1.215. 6	1.216. E-research reports	1.217. 12	1.218. 23	1.219. 17	1.220. 69	1.221. 1.82
1.222. 7	1.223. E-audio	1.224. 43	1.225. 18	1.226. 34	1.227. 26	1.228. 2.64
1.229. 8	1.230. E-magazine	1.231. 43	1.232. 18	1.233. 34	1.234. 26	1.235. 2.64
1.236. 9	1.237. E-digital repository	1.238. 43	1.239. 18	1.240. 34	1.241. 26	1.242. 2.64
1.243. 10	1.244. E-image	1.245. 62	1.246. 18	1.247. 21	1.248. 20	1.249. 3.01
1.250. 11	1.251. E-scripts	1.252. 56	1.253. 15	1.254. 31	1.255. 19	1.256. 2.89
1.257. 12	1.258. E-help and tutorial	1.259. 56	1.260. 15	1.261. 31	1.262. 19	1.263. 2.89

1.264. 13	*1.265. E- archives*	*1.266. 14*	*1.267. 5*	*1.268. 80*	*1.269. 22*	*1.270. 2.09*
1.271. 14	*1.272. E-conference papers*	*1.273. 56*	*1.274. 15*	*1.275. 31*	*1.276. 19*	*1.277. 2.89*
1.278. 15	*1.279. E- government papers*	*1.280. 56*	*1.281. 15*	*1.282. 31*	*1.283. 19*	*1.284. 2.89*
1.285. 16	*1.286. E-monographs*	*1.287. 62*	*1.288. 18*	*1.289. 21*	*1.290. 20*	*1.291. 3.01*
1.292. 17	*1.293. Blogs*	*1.294. 43*	*1.295. 18*	*1.296. 34*	*1.297. 26*	*1.298. 2.64*
1.299. 18	*1.300. YouTube*	*1.301. 43*	*1.302. 18*	*1.303. 34*	*1.304. 26*	*1.305. 2.64*
1.306. 19	*1.307. E-newspapers*	*1.308. 56*	*1.309. 15*	*1.310. 31*	*1.311. 19*	*1.312. 2.89*
1.313. 20	*1.314. CD-ROMs*	*1.315. 43*	*1.316. 18*	*1.317. 34*	*1.318. 26*	*1.319. 2.64*
1.320. 21	*1.321. WIKIS – Editable Websites*	*1.322. 5*	*1.323. 13*	*1.324. 16*	*1.325. 87*	*1.326. 1.47*
1.327. 22	*1.328. RSS FEEDS*	*1.329. 43*	*1.330. 18*	*1.331. 34*	*1.332. 26*	*1.333. 2.64*
1.334. 23	*1.335. Shared Bookmarking*	*1.336. 5*	*1.337. 10*	*1.338. 7*	*1.339. 99*	*1.340. 1.35*
1.341. Aggregate Mean		***1.342.***			***2.51***	

Decision Mean=2.5

Table 2 shows the mean awareness level of E-Learning facilities amid Covid-19 pandemic among language lecturers in public universities in North-Central, Nigeria. The established decision mean threshold stood at 2.50. In this regard, any item mean that is equal to or greater than (= ≥) 2.50 is regarded as an affirmation by the respondents. Likewise, any mean that is less than (≤) 2.50 is termed as disapproval by the respondents.

In summary, the mean aggregate score of all the items is 2.51 implying that language lecturers within the

public (government) owned Universities in North-Central, Nigeria are aware of the e-learning facilities and its potential usage in teaching courses in Nigerian institutions amid Covid-19 pandemic.
To what extent do e-learning language facilities are integrated for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria?

Research Question Three:
To what extent do e-learning language facilities are integrated for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria?

Table 3: Cumulative Mean Responses on the Integration Level of E-Learning Facilities Amid Covid-19 Pandemic Among Language Lecturers in Public Universities in North-Central, Nigeria

1.343. S/No	1.344. Items	1.345. Response Categories				1.346. Mean
		1.347. EU	1.348. FU	1.349. PU	1.350. NU	
1.351. 1	1.352. E-journals	1.353. 12	1.354. 4	1.355. 80	1.356. 25	1.357. 2.02
1.358. 2	1.359. E-books	1.360. 9	1.361. 3	1.362. 64	1.363. 45	1.364. 1.80
1.365. 3	1.366. E-database	1.367. 12	1.368. 8	1.369. 34	1.370. 64	1.371. 1.76
1.372. 4	1.373. E-thesis/Dissertation	1.374. 16	1.375. 47	1.376. 33	1.377. 25	1.378. 2.45
1.379. 5	1.380. World Wide Web	1.381. 16	1.382. 5	1.383. 24	1.384. 76	1.385. 1.68
1.386. 6	1.387. E-research reports	1.388. 12	1.389. 23	1.390. 17	1.391. 69	1.392. 1.82
1.393. 7	1.394. E-audio	1.395. 20	1.396. 10	1.397. 47	1.398. 44	1.399. 2.05
1.400. 8	1.401. E-magazine	1.402. 12	1.403. 9	1.404. 71	1.405. 29	1.406. 2.03
1.407. 9	1.408. E-digital repository	1.409. 24	1.410. 7	1.411. 38	1.412. 52	1.413. 2.02
1.414. 10	1.415. E-image	1.416. 62	1.417. 18	1.418. 21	1.419. 20	1.420. 3.01
1.421. 11	1.422. E-scripts	1.423. 26	1.424. 1	1.425. 64	1.426. 30	1.427. 2.19
1.428. 12	1.429. E-help and tutorial	1.430. 56	1.431. 15	1.432. 31	1.433. 19	1.434. 2.89

1.435. 13	*1.436. E- archives*	*1.437. 14*	*1.438. 5*	*1.439. 80*	*1.440. 22*	*1.441. 2.09*
1.442. 14	*1.443. E-conference papers*	*1.444. 9*	*1.445. 11*	*1.446. 66*	*1.447. 35*	*1.448. 1.95*
1.449. 15	*1.450. E- government papers*	*1.451. 13*	*1.452. 20*	*1.453. 7*	*1.454. 81*	*1.455. 1.71*
1.456. 16	*1.457. E-monographs*	*1.458. 5*	*1.459. 10*	*1.460. 35*	*1.461. 71*	*1.462. 1.58*
1.463. 17	*1.464. Blogs*	*1.465. 6*	*1.466. 59*	*1.467. 33*	*1.468. 23*	*1.469. 2.40*
1.470. 18	*1.471. YouTube*	*1.472. 16*	*1.473. 9*	*1.474. 60*	*1.475. 36*	*1.476. 2.04*
1.477. 19	*1.478. E-newspapers*	*1.479. 6*	*1.480. 13*	*1.481. 59*	*1.482. 43*	*1.483. 1.85*
1.484. 20	*1.485. CD-ROMs*	*1.486. 43*	*1.487. 18*	*1.488. 34*	*1.489. 26*	*1.490. 2.64*
1.491. 21	*1.492. WIKIS – Editable Websites*	*1.493. 5*	*1.494. 13*	*1.495. 16*	*1.496. 87*	*1.497. 1.47*
1.498. 22	*1.499. RSS FEEDS*	*1.500. 5*	*1.501. 10*	*1.502. 6*	*1.503. 100*	*1.504. 1.34*
1.505. 23	*1.506. Shared Bookmarking*	*1.507. 5*	*1.508. 10*	*1.509. 7*	*1.510. 99*	*1.511. 1.35*
1.512.	***Aggregate Mean***	***1.513.***				***2.01***

Decision Mean=2.5

Table 3 showed the cumulative responses of the selected respondents on the integration extent of E-Learning Facilities Amid Covid-19 Pandemic Among Language Lecturers in Public tertiary institution (Universities) in North-Central, Nigeria. The detail as shown in the table is negative as the decision mean of 2.5 is greater than the aggregate mean of 2.01.

Hypotheses Testing

Hypothesis One:
There is no significant difference on the availability of e-learning language infrastructures amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria;

Table 4: Chi-square Statistics on the Difference in the Availability of E-Learning Language Infrastructures amid Covid-19 Pandemic among Language Lecturers in Public Universities in North-Central, Nigeria

1.514. N	***1.515. χ2cal***	***1.516. DF***	***1.517. α***	***1.518. χ 2crit***	***1.519. P-value***	***1.520. Decision***
1.521.	*1.522.*	*1.523.*	*1.524.*	*1.525.*	*1.526.*	*1.527.*
1.528. 121	*1.529. 176.010*	*1.530. 119*	*1.531. 0.05*	*1.532. 7.81*	*1.533. 0.017*	*1.534. Rejected*

Table 4 showed that, the chi-square calculated as 176.010 at α= 0.05 with df= 119 and chi-square critical= 7.81. This means the chi-squire calculated at 176.010 is greater than the chi-squire critical (7.81) which showed that, significant difference existed on the availability of e-learning language infrastructures amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria. Therefore, the null-hypothesis was not accepted.

Hypothesis Two:
There is no significant variation on the awareness level of e-learning facilities amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria;

Table 5: Chi-square Statistics on the Difference on the Awareness Level Of E-Learning Facilities amid Covid-19 Pandemic among Language Lecturers in Public Universities in North-Central, Nigeria

1.535. N	***1.536. χ2cal***	***1.537. DF***	***1.538. A***	***1.539. χ 2crit***	***1.540. P-value***	***1.541. Decision***
1.542.	*1.543.*	*1.544.*	*1.545.*	*1.546.*	*1.547.*	*1.548.*
1.549. 121	*1.550. 271.120*	*1.551. 119*	*1.552. 0.05*	*1.553. 7.81*	*1.554. 7.81*	*1.555. Rejected*

Table 5 showed that, the chi-square calculated as 271.120 at α= 0.05 with df= 119 and chi-square critical= 7.81. This means the chi-squire calculated at 271.120 is greater than the chi-square critical (7.81) which showed that, significant differences on the awareness level of e-learning facilities amid Covid-19 pandemic

among language lecturers in public universities in north-central, Nigeria. Therefore, the null-hypothesis was not accepted.

Hypothesis Three:
There is no significant variance on e-learning language facilities integration for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria.

Table 6: Chi-square Statistics on the Difference On E-Learning Language Facilities Integration for Instructional Purposes amid Covid-19 Pandemic among Language Lecturers in Public Universities in North-Central, Nigeria

1.556. N	***1.557. χ2cal***	***1.558. DF***	***1.559. α***	***1.560. χ 2crit***	***1.561. P-value***	***1.562. Decision***
1.563.	*1.564.*	*1.565.*	*1.566.*	*1.567.*	*1.568.*	*1.569.*
1.570. 121	*1.571. 171.010*	*1.572. 119*	*1.573. 0.05*	*1.574. 7.51*	*1.575. 0.019*	*1.576. Rejected*

Table 6 showed that, the chi-square calculated as 176.010 at α= 0.05 with df= 119 and chi-square critical= 7.81. This means the chi-squire calculated at 176.010 is greater than the chi-squire critical (7.81) which showed that, significant difference existed on e-learning language facilities integration for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria. Consequently, the null-hypothesis was not accepted, but rejected.

Findings

In the light of the foregoing, the study found that:

i. There are inadequate and insufficient e-learning language infrastructures amid Covid-19 pandemic for use among language lecturers in public tertiary institutions (universities) within north-central, Nigeria;
ii. Language lecturers are moderately aware of e-learning facilities amid Covid-19 pandemic in public universities within north-central, Nigeria;
iii. The degree of integration of e-learning facilities by language lecturers for instructional purposes amid Covid-19 pandemic among language lecturers in public universities in north-central, Nigeria was partial.

Discussions
The study examined the Assessment of Awareness and Integration of E-Learning amid Covid-19 Pandemic among Language Lecturers in government owned Universities, North-Central Nigeria. From the analyses of the data collected, a number of findings were arrived at which are discussed below.
There are inadequate and insufficient e-learning language infrastructures amid Covid-19 pandemic for use among language lecturers within government owned universities in north-central, Nigeria; Language lecturers are moderately aware of e-learning facilities amid Covid-19 pandemic within government owned universities in north-central, Nigeria; The level of integration of e-learning facilities by language lecturers for instructional

purposes amid Covid-19 pandemic among language lecturers in public tertiary institution (universities) in north-central, Nigeria was partial. This is consistent with the findings of Wu & Chen (2013); Norries, Sullivan and Poirot (2003). This correspond to the study of Krauskopf & Zahn (2012); Wu & Chen (2008); Bonk (2008); Duffy (2007); Hesse, (2012); Zahn, Pea, Hesse, & Rosen, (2010); Emma &Ajayi, (2006). This is in agreement with the study of Jones &Cuthrell (2011). This is in line with the study of Bonk (2008). This is in agreement with the study of Krauskopf & Zahn (2012); Jones &Cuthrell (2011).

This is corresponded with the study of Wu & Chen (2013); Norries, Sullivan and Poirot (2003). This is consistent with the findings of Krauskopf& Zahn (2012); Wu & Chen (2008); Bonk (2008); Duffy (2007); Hesse, (2012); Zahn, Pea, Hesse, & Rosen, (2010); Emma &Ajayi, (2006). This verifies the study of Jones & Cuthrell (2011). This is in agreement with the study of Krauskopf& Zahn (2012); Jones & Cuthrell (2011).

Conclusions

Based on the findings from the analyses of the five hypotheses of the study, it was concluded that:

i. There are inadequate and insufficient e-learning language infrastructures amid Covid-19 pandemic for use among language lecturers within government owned universities in north-central, Nigeria;
ii. The awareness of e-learning facilities among Language lecturers is moderate amid Covid-19 pandemic within government owned universities in north-central, Nigeria;
iii. There is partial integration of e-learning facilities by language lecturers for instructional purposes amid Covid-19 pandemic in public universities in north-central, Nigeria.

Recommendations

With reference to the conclusion of the research the underlisted recommendations were proffered:

1. Public universities to engage in a hyper-intensive awareness and campaigns programmes that will enable the language lecturers involved not only learn how to utilize Information and Communication Technology gadgets such as YouTube in teaching language teaching but also be able to effectively and efficiently utilize such technological teaching aids.
2. There is also the need to encourage usage of different practical oriented instructional media such as Goggle Form, YouTube, Zoom, What's App etcetera in the teaching of language among language lecturers in public universities in north central Nigeria;
3. Orientation and reorientation programmes should be organized in order to acquaint both language lecturers with the importance of adopting and utilizing e-learning facilities among other technological facilities to foster learning in an effective and efficient manner. This will ensure that the gap in the integration by language lecturers are filled;

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