

Primary School Teachers' Attitude towards E-Learning in Moro Local Government Area of Kwara State

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Abstract: *This study examined primary school teachers' attitude towards E-Learning. Descriptive survey design was adopted for this study. The sample comprise 80 teachers and simple random sampling technique was used to select the sample. The instruments titled Questionnaire on Primary School Teachers' Attitude towards E-Learning (QPSTAE) was used for data collection and it was subjected to face and content validation. The reliability of the instrument was established using PPMC; the result yielded 0.84. One research question was generated and answered. Two research hypotheses were formulated and tested. Descriptive statistics of frequency, mean and percentage were used to answer the research questions and inferential statistics of Analysis of Variance was used to test the two hypotheses at 0.05 level of significance. Primary teachers' attitude towards e-learning is positive (Weighted mean 2.75). Furthermore, that was no significant difference in the attitude of teachers towards E-Learning based on educational qualification and years of experience. In conclusion, it is evident and clear that Primary teachers' attitude towards E-Learning is positive. Therefore, it was recommended that; proper enlightenment about E-Learning should be given to primary school teachers and schools should implement computer literacy skills as a requirement to teaching.*

Keywords: Teachers, Attitude, E-learning, Primary school

Introduction

In today's global and competitive environment which is marked by the emergence of Information society, using the technologies of E-Learning becomes a widely accepted way of training because of the flexibility and standardization of the overall educational process they offer. E-Learning has become more popular and is gaining wide acceptance in educational institutions globally. Therefore, the recognition of the pedagogical and technological dimensions of E-Learning is important as it concerns the development and application of technology in teaching and learning process. E-Learning technologies could be applied in a variety of formal and non-formal educational forms such as distance and open learning. Specific components of E-Learning might be used in different educational institutions mostly notably in primary schools. However, successful implementation of E-Learning in education relies much on teachers' attitudes towards it (Avidov-Ungar & Eshet-Alkarakay, 2011).

Any sort of learning that relies on electronic communication is referred to as e-learning. It is a general word used to describe a broad range of ICT technology-based processes and applications, such as computer-based learning, web-based learning, virtual classrooms, and online networking. (2000) (Hambrecht). It refers to online teaching and learning, to put it another way. In addition, other frequently used terms include "ICT in education," "computer-assisted learning," and "online learning." E-learning combines instruction and curriculum as content (pedagogy). It has come to be used to describe a new approach to education that includes academic networks that have an impact on learning communities employing a variety of learning resources in particular. The institution uses e-learning as a technological tool in a variety of ways to influence and improve teaching and learning outcomes. Utilizing e-learning has given people the chance to consider how the three fields connect (knowledge content, pedagogy and technology). These domains will no longer be regarded as being autonomous in knowledge thanks to the utilization of e-learning; rather, they will be accessed as interdependent with the attribute of transformational potentiality (Ezekwe, Onwe & Udu 2014).

The traditional learning environment and style are altered by the usage of e-learning, according to Abdelaziz (2014), when combined with information and multimedia technology. Lectures can be given by teachers at any time or location. The interaction between teachers and students in traditional education is altered by e-learning, which also gives them a forum for communication. Through the platform, students can complete a group project. According to the European Commission (2010), e-learning is the use of the Internet and new multimedia technologies to improve learning quality by facilitating remote communication and collaboration as well as easier access to facilities and services. The following are further meanings of electronic learning. E-learning is the use of information and communication technology to make online learning and teaching resources accessible.

Teachers can now contact students who are located far away, which improves convenience and broadens educational prospects thanks to the potential of e-learning technologies (Salmon, 2011; Weller, 2007). Teachers and students no longer need to rely solely on printed books, other tangible media available in libraries, and items in scarce amounts for their educational needs (Holmes & Gardner, 2006). The attitudes of the teachers, however, are a major factor in the success of implementing e-learning in the classroom. No matter how sophisticated or capable the technology is, according to Huang and Chen (2007), it can only be implemented successfully if users' "teachers" have a positive attitude about it. Due to the widespread lockdown, teachers now have more opportunity to use online platforms in the classroom. The E-Learning stage has emerged as the only accessible method of

education for maintaining the new Covid-19 requirement. Students all throughout the world are becoming more and more interested in e-learning, especially during the COVID-19 pandemic lockdown (Radha et al., 2020).

A teacher, also known as a school teacher or formally an educator, is a person who aids students in acquiring knowledge, competence, or virtue, according to Wikipedia (2022). An affective (i.e., experience of feeling or emotion) or evaluative judgment regarding the technology in question is how attitudes toward technology are defined in early work on teachers' attitudes toward technology development, adoption, and implementation. As a result, it refers to the extent to which a person observes technology with the desire to use it. People are more likely to have a good attitude toward technology if they feel it to be both important and personally meaningful (Rogers 2003; Teo 2011). For example, According to Ferdousi (2009), instructors' attitudes have a big influence on whether, when, and how they use e-learning systems.

The primary implementers of any reform-based innovations have always been teachers (e.g., online or virtual teaching, distance education, flexible learning). According to Semerci and Aydin (2018), attitude may be characterized as a factor that directs an individual's conduct in accordance with his sentiments and thoughts. Additionally, attitude is now understood to be the strength of an object or belief's positive or negative impact. According to Huang and Liaw (2005), teachers' favorable opinions toward their computer proficiency will influence how they instruct students. Keeton (2004) discovered that teachers have good sentiments toward the online instructional tools they utilize, which they believe is important in creating an online environment that encourages students' learning.

However, instructors' attitudes about e-learning play a significant role in its successful application in the classroom (Avidov-Ungar & Eshet-Alkaskas, 2011). In a few research, the attitudes of teachers toward online learning have been examined (Chen & Tseng, 2012). Numerous studies have been conducted to examine the impact of demographic factors, such as personal computer ownership, gender, age, academic credentials, computer and Internet skills, etc. on instructors' attitudes toward e-learning (Bertea, 2009).

Numerous studies demonstrate a favorable correlation between teachers' experiences and students' academic success (Wayne and Youngs 2003). Rice (2003) discovered that kids in the primary grades showed the strongest correlation between teacher experience and student achievement. Wiswall (2013), Papay and Kraft (2015), and Ladd and Sorenson (2017) all made similar observations on the cumulative impact of teacher experience on student results. In the first few years of a teacher's career, accruing more years of experience seems to be more strongly related to student achievement (Rice 2003). Rockoff (2004) found that, when comparing teacher effectiveness (understood as value-added) to student test scores in reading and writing, teacher experience was positively related to student achievement. Papay and Kraft (2015) corroborated earlier studies on the advantages experience can offer to a novice teacher's career by using data gathered from teachers of grades four through eight between 2000 and 2008 within a large metropolitan school district in the United States. They discovered that the first few years of a teacher's employment were when student outcomes improved the most quickly. Additional nuance is provided by the study by Pil and Leana (2009), which discovered that teacher experience at a single grade level for a sustained period of time, rather than teacher experience in general (i.e. at numerous grades), was positively correlated with student achievement.

According to a study by Abe, teacher qualifications may have an impact on pupils' academic success (2014). Dan and Dominic (2010) studied the availability of certified instructors in public primary schools and their impact on students' academic achievement in a sample of Local Government Areas in Nigeria for the Florida Journal of Educational Policy. Owlabi (2012) investigated how primary school students' e-learning performance was impacted by the teacher's qualifications. The goal was to ascertain whether or not a teacher's status had any bearing on how well students performed in an online course. According to Afangideh (2011), teacher qualifications affect students' performance, and primary school teachers need professional preparation by being exposed to courses for teaching effectiveness in an adequate and educated manner. Studies on teachers' views on the implementation of ICT and e-learning in the classroom have already been conducted. However, none have been carried out in Kwara State's Moro Local Government Area. Therefore, it is necessary to look at how primary school teachers in Moro Local Government Area of Kwara State feel about e-learning.

Statement of the Problem

As a result of the most current COVID-19 pandemic, the use of E-Learning has been steadily growing over time and has now established itself as a significant system provided by the majority of educational institutions worldwide. E-learning offers a chance to improve education by fostering settings where students and teachers may exchange knowledge electronically. However, the adoption of this technology as a tool for teaching and learning in schools has proven to be unsuccessful, especially in this region of the world. The majority of schools are still having difficulty integrating E-Learning into the teaching and learning process, which may be due to a lack of knowledge about how to use E-Learning facilities or gadgets as well as a lack of those facilities. The support and attitudes of the teachers are crucial for initiating and implementing educational technology in the teaching and learning process successfully.

However, due to the majority of academic staff members' continued lack of attitude toward using the electronic teaching and learning system, the learning process has been hampered by a number of difficulties. Even teachers who are proficient with computers have been forced to compromise by the system since it fails to uphold and support the personnel. Another trend is that some staff members believe it is a waste of time to use this sophisticated technology in the classroom activities.. These are some of

the problems that inform the researcher to examine Primary School Teachers' attitude towards E-Learning in Moro Local Government Area of Kwara State

Purpose of the Study

1. To investigate primary school teachers' attitude towards E-Learning.
2. To examine primary school teachers' attitude towards E-Learning based on Educational Qualification.
3. To assess primary school teachers' attitude towards E-Learning based on Years of Experience.

Research Question

1. What is the attitude of primary school teachers towards E-Learning?

Hypotheses

H₀₁. There is no significant difference in the attitude of teacher towards E-Learning based on educational qualification

H₀₂. There is no significant difference in the attitude of teacher towards E-Learning based on years of experience

Methodology

Descriptive survey design was used. The population of this study comprised all 218 private and public primary schools in Moro Local Government Area of Kwara State, which had 1,714 teachers at the time of this study. Random sampling technique was used to select 10% of the teachers in the targeted Area who served as the sample size. The instrument titled Questionnaire on Primary Schools Teachers' Attitude towards E-learning (QPSTAE) was used to elicit information from the respondents on the attitude of primary school teachers towards the use of E-learning. It was subjected to face and content validity. The reliability of the instrument was established using PPMC; the result yielded 0.84. Frequency counts and percentage were used to analyze the respondents' demographic information, while the hypotheses were tested at 0.05 level of significance, using ANOVA)

Results

Table 1: Distribution of respondents based on educational qualification

Qualification	Frequency	Percent
NCE/OND	10	12.5
B.Ed/B.Sc	16	20.0
PGDE	29	36.3
M.Ed/Ph.D	12	15.0
Others	13	16.2
Total	80	100.0

Table 1 showed the distribution of the respondents ten (10) of the respondents representing 12.5% were NCE.OND while sixteen (16) of the respondents representing 20.0% were B.Ed/BSc, while twenty-nine (29) of the respondents representing 36.3% were PGDE while twelve (12) of the respondents representing 15.0% were M.Ed/Ph.D, while thirteen (13) of the respondent representing 16.2% were with others qualification. From the analysis above, it is evident that PGDE respondents were found to be more in number other respondents

Table 2: showing the distribution of respondents based on years of experience

Years of experience	Frequency	Percent
0-5	43	53.7
6-10	28	35.0
11-16	9	11.3
Total	80	100.0

Table 2 showed the distribution of the respondents forty-three (43) of the respondents representing 53.7% had 0-5 years of working experience while twenty-eight (28) of the respondents representing 35.0% had 6-10 years' experience, while nine (9) of the

respondents representing 11.3% had 11-16 years of experience. From the analysis above, it is evident that respondents with 0-5 years' experience were found to be greater than other respondents

Research Question 1: What is that attitude of primary school teachers towards e-learning in Moro local government of Kwara State?
Table 3: Table showing the percentage and mean distribution of primary teachers' attitude towards e-learning in Moro local government of Kwara State.

S/N	ITEMS	SA	A	D	SD	Mean
1	I like using internet to teach my pupils	50(62.5)	16(20.0)	6(7.5)	8(10.0)	3.4
2	I prefer using projector in teaching and learning	8(10.0)	23(28.8)	25(31.2)	24(30.0)	2.2
3	I do not like using internet because it is a waste of time	45(56.2)	24(30.0)	7(8.8)	4(5.0)	3.4
4	I always read seminar and projects online	23(28.8)	29(38.3)	13(16.3)	15(18.3)	2.8
5	I prefer using e-learning techniques to conventional methods in teaching and learning	8(10.0)	23(28.8)	25(31.3)	24(30.0)	2.2
6	e-learning provides for independent and group learning activities	49(61.3)	23(28.3)	7(8.8)	1(1.3)	3.5
7	E-learning provides immediate feedback in tests and assignments	30(37.4)	35(43.8)	7(8.8)	8(10.0)	3.1
8	I prefer conventional methods to the use of e-learning facilities	4(5.0)	17(21.2)	9(11.3)	50(62.5)	1.7
9	E-learning facilities critical academic curiosity, initiatives and peer discussions	32(40.0)	14(17.4)	7(8.8)	27(33.8)	2.6
10	I don't choose E-learning because of the resistance to change from traditional pedagogical methods to more innovative technology based	16(20.0)	32(40.0)	7(8.8)	25(31.3)	2.5
11	Most teachers do not possess the ICT competences required to use the facilities	27(33.8)	29(36.2)	12(15.0)	12(15.0)	2.9
Weighted mean						2.75

Note: The figures in parentheses are in percentages

Table 3 showed the of primary teachers' attitude towards e-learning in Moro local government of Kwara State. The following of primary teachers' attitude towards e-learning as follows: I like using internet to teach my pupils (3.4) I prefer using projector in teaching and learning (2.2), I do not like using internet because it is a waste of time (3.4), I always read seminar and projects online (2.8), I prefer using e-learning techniques to conventional methods in teaching and learning (2.2), e-learning provides for independent and group learning activities (3.5) E -learning provides immediate feedback in tests and assignments (3.1), I prefer conventional methods to the use of e-learning facilities (1.7), E-learning facilities critical academic curiosity, initiatives and peer discussions (2.6), I don't choose E-learning because of the resistance to change from traditional pedagogical methods to more innovative technology based (2.5), Most teachers do not possess the ICT competences required to use the facilities (2.9). The weighted mean was 2.75, which mean that calculated mean was greater than fixed mean (2.5). This implies that primary teachers' attitude towards e-learning is positive.

H01: there is no significant difference in the attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification

Table 4: Summary of Analysis of variance (ANOVA) on attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification

Sum of squares	df	Mean square	F	Sig
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Between Groups	3.924	4	0.981	0.060	0.99
Within Groups	1461.563	75	19.488		
Total	1465.488	79			

Table 4 showed the summary of ANOVA on attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification. There was significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification ($F_{(1,78)} = 0.060$; $P > 0.05$). Therefore, hypothesis that state that there is no significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification was not rejected. This implies that there was no significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on educational qualification.

Ho2: there is no significant difference in the attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience

Table 5: Summary of Analysis of variance (ANOVA) on attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience

	Sum of squares	df	Mean square	F	Sig
Between Groups	70.058	2	35.029	1.933	0.15
Within Groups	1395.429	77	18.122		
Total	1465.488	79			

Table 5 showed the summary of ANOVA on attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience. There was significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience ($F_{(2,77)} = 1.933$; $P > 0.05$). Therefore, hypothesis that state that there is no significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience was not rejected. This implies that there was no significant difference on the attitude of teachers towards E-learning in Moro local government of Kwara State based on years of experience

Discussion of findings

This study found that primary instructors have a favorable attitude toward online learning. This is consistent with a study by Javier (2020) on teachers' attitudes on the usage of e-learning in the Philippines, which found that teachers have a favourable attitude toward it.

Furthermore, based on educational background, there are no appreciable differences in the attitudes of instructors toward e-learning in the Moro local government of Kwara State ($F_{(4,75)} = 0.060$; $P > 0.05$). This concurs with Maphoso and Mahlo's (2015) findings in their study on teachers and online learning, which showed that instructors' educational backgrounds have no bearing on their attitudes toward using online learning. This research's findings ran counter to those of Unanma (2013), who studied instructors' attitudes toward E-learning and came to the conclusion that teachers' qualifications had a highly significant impact on those attitudes.

The attitude of teachers toward E-Learning in the Moro local government of Kwara State is not significantly different based on years of experience ($F_{(2,77)} = 1.933$; $P > 0.05$). This result contradicted Murnane and Philips' (2001) conclusion that teachers' qualifications have a substantial impact on their attitudes on the use of online learning. Additionally, Salva (2019), who made the same claim, claimed that teachers' qualifications had a substantial impact on their attitudes toward using e-learning.

Conclusion and Recommendations

The survey provides insight into how primary school instructors feel about online learning. Based on their educational background and years of experience, teachers' attitudes regarding e-learning did not, however, differ much. It was suggested that primary school instructors receive sufficient education about e-learning. Computer literacy should be made a requirement in schools, and primary school teachers should have access to appropriate e-learning resources. The government should host workshops on e-learning and include it into teacher preparation programs.

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