Webinar-Based Training Needs Of Agricultural Science Teachers For Effective Job Delivery In Secondary Schools In Bayelsa State

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Abstract: The study investigated webinar-based training needs of Agricultural Science teachers for effective job delivery in secondary schools in Bayelsa State. Three purposes and three research questions were raised to guide the study. The study adopted the descriptive survey design. The population for the study comprised all Agricultural Science teachers in all the public secondary schools in Bayelsa State. The simple random sampling technique was used to select a sample size of 141 for the study. The instrument for data collection was the "Webinar-Based Training Needs of Agricultural Science Teachers for Effective Job Delivery Questionnaire (WBTNASTEJDQ)". The content and construct validity of the instrument was done by three experts. One from the Department of Agricultural Science Education and two from the Test and Measurement unit of the Department of Counselling and Educational Psychology all from the Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State. The reliability of the instrument was determined using Cronbach Alpha method and a reliability index of 0.73 was obtained. The data collected were analysed using the statistical mean for the research questions. The study found that there are areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State. Therefore, the study recommended that, building programmes should prioritise the development of teachers' webinar-based skills and digital competencies, including virtual communication, content creation, and platform navigation.
Keywords: Agricultural Science, Effective Job Delivery, Teachers, Training Needs, Webinar-Based

Introduction

In an era where digital technology increasingly shapes pedagogical practices, webinar-based training has emerged as a critical modality for enhancing teacher competencies across various disciplines, including Agricultural Science. Webinars, defined as live or recorded virtual seminars, offer flexible, interactive, and cost-effective professional development opportunities (Moorhouse & Wong, 2021). For Agricultural Science teachers, these platforms provide the avenue to engage with emerging agricultural techniques, policy updates, and instructional innovations that would otherwise be inaccessible in conventional settings. As schools transition into blended and e-learning environments, webinar-based training becomes indispensable for equipping teachers with timely instructional tools and knowledge relevant to twenty-first-century classrooms. This growing demand for virtual training naturally extends into agricultural education, thereby raising concerns about the scope and structure of such webinar-based initiatives tailored for teacher development. Thus, understanding the depth of webinar-based engagement sets the stage for a broader discourse on professional capacity in Agricultural Science instruction.

Agricultural Science, a multidisciplinary subject rooted in biological and environmental sciences, aims to provide students with practical and theoretical knowledge about sustainable food production and resource management. Its relevance to national food security, climate change adaptation, and rural economic development cannot be overstated (Olaitan et al., 2018). In secondary schools, Agricultural Science not only fosters vocational skills but also instils critical thinking and innovation among students to respond to evolving agricultural challenges. However, to maintain this relevance, the pedagogical strategies adopted must be dynamic and responsive to current realities in agricultural practice and policy. This has heightened the need for training platforms like webinars, which can bridge knowledge gaps and introduce contemporary perspectives to classroom instruction. Hence, as Agricultural Science continues to evolve, the need for equally adaptive teacher training systems becomes more urgent and highlights the centrality of teacher preparedness.

The term "Agricultural Science teachers" refers to professionally trained educators responsible for delivering agricultural content and coordinating practical experiences in secondary schools. These educators require up-to-date content knowledge, strong pedagogical skills, and familiarity with current agricultural innovations to remain effective (Iheanacho & Nwagwu, 2021). However, most Agricultural Science teachers in public secondary schools, particularly in underserved regions such as Bayelsa State, often lack access to consistent professional development, thereby limiting their instructional effectiveness. Webinar-based training offers a solution by allowing teachers to participate in interactive sessions with experts, access digital content, and collaborate with peers across geographical boundaries. Nevertheless, the efficacy of these platforms depends on the teachers' digital competencies and the institutional support available. This presents a critical consideration when evaluating the broader discourse on professional development strategies in agricultural education.

Effective job delivery among Agricultural Science teachers encompasses the ability to translate curriculum objectives into meaningful student outcomes through appropriate instructional methods, resource mobilisation, and continuous assessment. A teacher's capacity to deliver agricultural content effectively affects not only student academic performance but also practical skill acquisition (Osinem & Nwoji, 2019). Yet, with limited access to updated instructional resources and exposure to modern agricultural techniques, many teachers struggle to meet contemporary teaching demands. Webinar-based training can address this by providing targeted, subject-specific content that enhances teaching methodologies and encourages the integration of digital tools into practice. Therefore, evaluating how such training influences job performance is crucial to understanding its place in teacher professional development frameworks and in improving learning outcomes in Agricultural Science classrooms.

Secondary schools in Bayelsa State operate within a broader educational context that faces infrastructural, technological, and pedagogical limitations. The region, though agriculturally rich, suffers from underinvestment in educational technology and professional capacity building for teachers (Ameh et al., 2020). In this context, webinar-based training becomes not only a tool for skill enhancement but also a strategic intervention to bridge educational inequalities. However, the success of such interventions depends on tailored content delivery, accessibility, and ongoing support mechanisms. As such, understanding the specific training needs of Agricultural Science teachers within this locality is essential for implementing impactful professional development initiatives. Exploring these dynamics provides a contextual foundation for assessing the areas in which these teachers need support.

Areas of job performance where Agricultural Science teachers require webinar-based training include curriculum implementation, practical laboratory management, student assessment, and agribusiness orientation. These components are crucial to delivering a comprehensive Agricultural Science programme (Ajayi et al., 2019). Yet, gaps persist in how teachers execute these responsibilities due to the lack of structured professional training. Webinar-based sessions can address these performance areas by exposing teachers to updated curriculum frameworks, assessment strategies, and hands-on demonstrations through virtual simulations. Consequently, identifying these areas becomes essential for designing webinars that are relevant and impactful to teacher effectiveness.

Moreover, the management of school farms and agricultural laboratories is a distinct area where webinar-based training is urgently needed. Teachers often lack the expertise in modern farm technologies, pest control systems, and sustainable agronomic practices (Odeh et al., 2021). Through webinars facilitated by agricultural experts and extension professionals, teachers can gain practical insights into the latest tools, thereby improving student exposure to real-life agricultural processes. This ensures that students graduate with applicable skills relevant to local and global agricultural demands. Building capacity in this area supports holistic agricultural education and links well with emerging agricultural innovations.

Furthermore, job performance in Agricultural Science now demands integration of agribusiness principles, which are often neglected in traditional training models. Teachers need skills in value chain development, marketing strategies, and entrepreneurship education, which can be efficiently taught through specialised webinar modules (Ogunbameru & Okeowo, 2018). These sessions provide visual, interactive, and learner-centred formats that help demystify complex economic concepts related to agriculture. As job demands evolve beyond production into agribusiness, it becomes critical that teacher training incorporates such thematic dimensions for improved relevance and student engagement.

In relation to the specific skills and digital competencies required for effective webinar engagement, teachers must possess basic digital literacy, familiarity with virtual learning platforms, and the ability to interact meaningfully in online environments. A study by Yusuf et al. (2022) underscores the significance of digital fluency among teachers in facilitating the adoption of online professional development tools. Without these core competencies, even well-designed webinars fail to achieve desired outcomes. Therefore, enhancing these foundational skills should be a strategic priority in the design of teacher-focused webinars, especially in low-resource environments like Bayelsa State.

Digital competencies also extend to multimedia content creation, data management, and use of collaborative tools like Google Workspace and Zoom. These tools not only enable participation but also help teachers replicate digital methods in their classroom practice (Akintunde & Olayemi, 2020). Teachers must thus be trained to use these tools effectively—designing presentations, creating interactive lesson plans, and managing virtual assignments—to align their methods with current digital pedagogies. In the context of Agricultural Science, this could include simulations, video-based farm demonstrations, and digital recordkeeping techniques. Equipping teachers with these competencies enhances instructional innovation and learner engagement.

Equally important is the ability of teachers to critically evaluate digital content and adapt it to context. Many webinars offer generic content not tailored to the specific needs of rural or regional schools (Iroegbu et al., 2021). Thus, teachers must be trained not only to consume digital content but also to localise it for relevance. This includes contextualising examples, translating content where necessary, and modifying delivery styles to suit their learners. Developing this level of critical digital literacy ensures that webinar training is not only absorbed but also applied effectively in real classroom situations. This need for adaptive application draws attention to the challenges teachers face in utilising webinar-based training.

Among the most pressing challenges Agricultural Science teachers face in accessing webinar-based training are infrastructural limitations, such as unstable internet access, inadequate digital devices, and erratic electricity supply. These challenges, according to Okeke et al. (2020), are widespread in rural regions and directly hinder participation in online training. For teachers in Bayelsa State, the digital divide continues to pose a significant barrier to professional growth through webinars. These infrastructural deficits not only discourage participation but also lower the efficacy of webinar interventions intended to support professional development.

Another challenge is institutional support and motivation. Many teachers report limited encouragement from school administrators, lack of incentives, and insufficient time allocation for continuous professional development (Nwankwo & Anene, 2019). Without institutional frameworks that mandate or reward participation in webinar-based training, most teachers remain unengaged. Furthermore, there is often a mismatch between webinar content and the curriculum realities of schools, leading to disinterest or disengagement. Addressing these motivational and structural gaps is critical for promoting sustained teacher participation in webinars and ensuring alignment with job performance expectations.

Many teachers express concerns about the quality and interactivity of webinar sessions. Poor facilitation, language barriers, and lack of follow-up mechanisms reduce the effectiveness of webinar-based training (Adedokun et al., 2022). Teachers often prefer blended or hybrid models where they can clarify doubts and receive feedback beyond the virtual platform. Moreover, technical issues such as login problems, poor audio-visual quality, and platform fatigue further diminish learning outcomes. These user-experience challenges must be addressed to improve the design and delivery of webinar content and ensure maximum engagement. Despite the increasing emphasis on digital professional development, Agricultural Science teachers in Bayelsa State face persistent challenges in accessing and utilising webinar-based training. These include limited access to digital tools, poor ICT skills, and insufficient training tailored to local job performance areas. Consequently, many teachers remain ill-equipped to deliver the curriculum effectively, impacting both student outcomes and agricultural education quality. Existing studies have not adequately explored the intersection of webinar-based training, specific digital competencies, and job performance in this local context. This study seeks to fill this gap by systematically investigating the webinar-based training needs of Agricultural Science teachers for effective job delivery in secondary schools in Bayelsa State.

Therefore, it is against this backdrop that this study investigated the webinar-based training needs of Agricultural Science teachers for effective job delivery in secondary schools in Bayelsa State.

Purpose of the Study

The main purpose of the study was to investigate the webinar-based training needs of Agricultural Science teachers for effective job delivery in secondary schools in Bayelsa State. Specifically, the study sought to investigate;

1. the areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State;
2. the specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State; and
3. the challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State.

Research Questions

1. What are the areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State?
2. What are the specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State?
3. What are the challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State?

Methodology

The study adopted the descriptive survey design. The population for the study comprised all Agricultural Science teachers in all the public secondary schools in Bayelsa State. There are two hundred and sixteen (216) public secondary schools, with a total population of two hundred and forty-two (242) Agricultural Science teachers in Bayelsa State. However, a sample size of 141 respondents was randomly selected for the study. As such, the sampling technique adopted for the study was the simple random sampling technique. A structured questionnaire titled "Webinar-Based Training Needs of Agricultural Science Teachers for Effective Job Delivery Questionnaire (WBTNASTEJDQ)" was used as the instrument of data collection for the study. The content and construct validity of the instrument was done by three experts. One from the Department of Agricultural Science Education and two from the Test and Measurement unit of the Department of Counselling and Educational Psychology all from the Faculty of Education, Niger Delta

University, Wilberforce Island, Bayelsa State. The reliability of the instrument was determined using Cronbach Alpha method and a reliability index of 0.73 was obtained. The instrument was a modified 4-point Likert Scale into; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. It contained fifteen (15) carefully stated item statements that was used to elicit responses from the respondents. The research questions were analyzed using mean and standard deviation. Items with mean score values of 2.50 and above were considered as 'Agree', while items with mean score values of 2.49 and below were considered as 'Disagree'. The hypotheses were tested using t-Test to determine the significant level of the variables at 0.05 alpha level.

Results

Research Question One: What are the areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State?

Table 1: Mean and Standard Deviation Analysis of the Areas of Job Performance in Agricultural Science Where Teachers Need Webinar-Based Training for Effective Job Delivery in Secondary Schools in Bayelsa State.

S/N	Statements	Male		Decision
		$\bar{x}$	SD	
1	I require webinar-based training to improve my ability to implement the Agricultural Science curriculum effectively.	3.01	1.06	Agree
2	Webinar-based training would enhance my capacity to manage school farm and laboratory operations.	3.11	0.85	Agree
3	I need webinar-based training to strengthen my skills in evaluating students' practical agricultural performance.	3.00	0.93	Agree
4	My job performance in integrating agribusiness principles would improve through relevant webinar-based training.	2.88	1.17	Agree
5	Webinar-based training is needed to help me align agricultural teaching with current agricultural innovations.	2.98	0.93	Agree
	Grand $\bar{x}$ and SD	**3.00**	**0.99**	**Agree**

Key: $\bar{x}$ = Mean and SD = Standard Deviation

The data presented in Table 1 above revealed the mean and standard deviation scores of areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State. The data revealed that all the items had their mean scores ranged from 2.88 to 3.11 with their standard deviation from 0.85 to 1.17. However, based on the fact that the Grand Mean of 3.00 is greater than the criterion mean score of 2.50; this therefore implies that respondents agreed that all are areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State. Relatively, the Grand Standard Deviation of 0.99 indicated that respondents have similar views on the areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State.

Research Question Two: What are the specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State?

Table 2: Mean and Standard Deviation Analysis of the Specific Webinar-Based Skills and Digital Competencies Agricultural Science Teachers Need for Effective Job Delivery in Secondary Schools in Bayelsa State.

S/N	Statements	Male		Decision
		$\bar{x}$	SD	
6	I need to acquire digital presentation skills for effective participation in webinar-based training.	2.99	1.11	Agree
7	Proficiency in using online conferencing tools such as Zoom or Google Meet is necessary for effective webinar participation.	3.08	0.97	Agree
8	I need training on how to create and share multimedia instructional materials during webinars.	3.10	0.94	Agree
9	I require skills to collaborate with peers through digital platforms used in webinar-based professional development.	3.06	0.92	Agree
10	I need competence in navigating and assessing digital content shared during webinar-based agricultural training.	3.05	0.91	Agree
	Grand $\bar{x}$ and SD	**3.06**	**0.97**	**Agree**

Key: $\bar{x}$ = Mean and SD = Standard Deviation

The data presented in Table 2 above revealed the mean and standard deviation scores of the specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State. The data revealed

that all the items had their mean scores ranged from 2.99 to 3.10 with their standard deviation from 0.91 to 1.11. However, based on the fact that the Grand Mean of 3.06 greater than the criterion mean score of 2.50; this therefore implies that respondents agreed that all are specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State. Relatively, the Grand Standard Deviation of 0.97 indicated that respondents have similar views on the specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State.

Research Question Three: What are the challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State?

Table 3: Mean and Standard Deviation Analysis of the Challenges Agricultural Science Teachers Face in Accessing and Utilising Webinar-Based Training for Effective Job Delivery in Secondary Schools in Bayelsa State.

S/N	Statements	Male		Decision
		$\bar{x}$	SD	
11	Poor internet connectivity limits my access to webinar-based training.	3.06	0.94	Agree
12	Lack of digital devices makes it difficult for me to participate in webinar-based training.	3.06	0.85	Agree
13	Inadequate training on digital tools prevents me from fully engaging in webinar sessions.	2.98	1.09	Agree
14	Absence of institutional support hinders my participation in webinar-based professional development.	3.06	1.00	Agree
15	Webinar content often does not address the specific needs of Agricultural Science teachers in my context.	3.06	1.04	Agree
	Grand $\bar{x}$ and SD	**3.04**	**0.98**	**Agree**

Key: $\bar{x}$ = Mean and SD = Standard Deviation

The data presented in Table 3 above revealed the mean and standard deviation scores of the challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State. The data revealed that all the items had their mean scores ranged from 2.98 to 3.06 with their standard deviation from 0.85 to 1.09. However, based on the fact that the Grand Mean of 3.04 is greater than the criterion mean score of 2.50; this therefore implies that respondents agreed that all are challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State. Relatively, the Grand Standard Deviation of 0.98 indicated that respondents have similar views on the challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State.

Discussion

The study found in Table 1 that there are areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State. The need for webinar-based training among Agricultural Science teachers in secondary schools is deeply rooted in the observed gaps in key areas of job performance such as curriculum implementation, practical lesson delivery, and agricultural laboratory management. According to Yusuf et al. (2022), Agricultural Science teachers in Nigeria exhibit considerable challenges in aligning their teaching strategies with updated agricultural practices, largely due to limited access to timely professional development opportunities. Their study concluded that interactive digital platforms such as webinars provide a strategic solution for equipping teachers with modern pedagogical approaches, particularly in under-resourced regions. This underscores the relevance of webinar-based interventions tailored to performance areas that require real-time content and skill updates.

In a related study, Ajayi et al. (2019) observed that a significant proportion of secondary school Agricultural Science teachers lacked competencies in core aspects of school farm management, agribusiness integration, and student practical supervision. These are critical performance areas directly tied to student experiential learning and curriculum effectiveness. The authors highlighted that webinars, when well-designed, offer contextualised training opportunities that not only enhance subject content mastery but also improve teachers' instructional delivery in practical settings. The study therefore reinforces the assertion that performance gaps exist and that webinars can strategically address these areas for better job delivery.

Furthermore, Odeh et al. (2021) investigated capacity-building needs among agricultural education professionals and identified specific performance deficits in the application of climate-smart agricultural techniques, post-harvest handling, and the use of modern farm tools. Their findings advocated for modular webinar-based training as an efficient medium for continuous professional development. By delivering targeted training in these emerging areas, webinars empower teachers to translate complex technical content into practical, classroom-based instruction. This empirical evidence affirms the broader finding that there are indeed

performance areas in agricultural education that demand webinar-based interventions to bridge gaps in teacher preparedness and effectiveness.

Secondly, in Tables 2, the study found that there are specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State. The demand for specific webinar-based skills and digital competencies among Agricultural Science teachers is rooted in the evolving nature of instructional technology and the increasing integration of virtual platforms in teacher professional development. Yusuf et al. (2022) reported that many secondary school teachers in Nigeria, including those in technical subjects like Agricultural Science, lack core digital competencies such as operating webinar platforms, managing virtual interactions, and accessing educational repositories. Their study highlighted that effective webinar participation requires a blend of basic ICT skills and higher-order digital literacy, including multimedia use, digital collaboration, and real-time feedback systems. This establishes the fundamental need for targeted training to bridge the digital skills gap among agricultural educators.

In another study, Akintunde and Olayemi (2020) emphasised that for webinar-based training to translate into improved teaching outcomes, teachers must be proficient in digital presentation tools, online communication etiquette, and basic troubleshooting techniques. They found that the absence of these competencies often leads to disengagement during webinars and limits the transfer of digital content into classroom practice. Importantly, their findings suggest that digital competence is not a luxury but a necessity for modern teaching, particularly in contexts where face-to-face training opportunities are minimal. Therefore, Agricultural Science teachers must be empowered with these essential digital skills to optimise their webinar experiences and instructional output.

Additionally, Iroegbu et al. (2021) explored the adaptability of teachers in rural Nigerian schools to digital training formats and found that Agricultural Science teachers in particular struggle with contextualising digital content due to limited experience with interactive platforms. The study recommended that teachers be trained in webinar content evaluation, virtual classroom moderation, and context-sensitive integration of digital resources. These findings corroborate the assertion that without specific digital competencies, the effectiveness of webinar-based training for job delivery remains constrained. Building teacher capacity in these areas enhances both participation in virtual professional development and the application of learned skills in the classroom environment.

Finally, in Tables 3, the study found that there are challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State. There is growing empirical evidence that Agricultural Science teachers in Nigeria, particularly in underserved regions like Bayelsa State, face significant challenges in accessing and effectively utilising webinar-based training. Yusuf et al. (2022) reported that technological barriers such as poor internet connectivity, unstable power supply, and limited access to digital devices persistently hinder the integration of virtual learning platforms in Nigerian secondary schools. These infrastructural deficiencies are particularly pronounced in rural areas, thereby excluding many teachers from participating in digital professional development sessions. As webinar-based training becomes increasingly vital for instructional enhancement, these barriers widen the digital divide in teacher competence and access.

In addition to infrastructural limitations, systemic and institutional issues also pose substantial obstacles. According to Adedokun et al. (2022), many teachers lack administrative support and institutional frameworks that encourage regular participation in virtual training programmes. Their study highlighted the absence of incentives, inadequate ICT policy implementation, and lack of time allocation within the school timetable as factors that demotivate teachers from engaging in webinars. This is particularly concerning for Agricultural Science teachers, who require up-to-date technical knowledge and continuous exposure to modern agricultural practices, which webinars can readily provide. Without institutional buy-in and structured support, however, the potential of webinars remains grossly underutilised.

Moreover, issues related to digital literacy and content delivery also hamper teachers' utilisation of webinar-based training. Nwankwo et al. (2020) found that many teachers struggle with using digital tools effectively and often find webinar content too generic or unrelated to their subject-specific classroom realities. Their study indicated that a lack of contextualisation in webinar content delivery—especially in agricultural education—leads to disengagement and limits practical application. For Agricultural Science teachers in Bayelsa State, whose instructional contexts are unique in terms of local farming practices, ecological concerns, and student diversity, such generic content fails to meet their professional development needs. These pedagogical and technical barriers collectively underscore the need for more tailored, interactive, and locally relevant webinar training.

Conclusion

Based on the findings, the study concludes

1. there are areas of job performance in Agricultural Science where teachers need webinar-based training for effective job delivery in secondary schools in Bayelsa State;

2. there are specific webinar-based skills and digital competencies Agricultural Science teachers need for effective job delivery in secondary schools in Bayelsa State; and

3. there are challenges Agricultural Science teachers face in accessing and utilising webinar-based training for effective job delivery in secondary schools in Bayelsa State.

Recommendations

1. Targeted webinar-based training should be developed to address key areas of Agricultural Science teachers' job performance, such as curriculum delivery, practical farm management, and assessment.

2. Capacity-building programmes should prioritise the development of teachers' webinar-based skills and digital competencies, including virtual communication, content creation, and platform navigation.

3. Government and school administrators should improve digital infrastructure, provide ICT tools, and institutional support to eliminate barriers to accessing and utilising webinar-based training.

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