



## APPLICATION OF E-LEARNING PLATFORMS IN THE IMPLEMENTATION OF POLITICAL SCIENCE EDUCATION CURRICULUM IN COVID-19 PANDEMIC ERA IN UNIVERSITIES IN ENUGU STATE, NIGERIA

**Nwafor, Alphonsus Onyechonam and Osuji, Gregory Ekene (Rev. Br. – Ph. D.)**

Department of Educational Foundations, Faculty of Education, Godfrey Okoye University Enugu, P.M.B. 01014  
Thinker's Corner, Enugu State, Nigeria

**Abstract:** This study determined the application of e-learning platforms in the implementation of Political Science Education curriculum in Covid-19 pandemic era in universities in Enugu State, Nigeria. Two specific objectives guided the study. These were: to ascertain the available e-learning platforms for the implementation of Political Science Education curriculum in the Covid-19 pandemic era; to establish the extent of the utilization of e-learning platforms in the implementation of Political Science Education curriculum. The study employed quantitative paradigm, specifically, the descriptive survey research design. Six universities were used for the study. The total number of respondents to the study was one hundred and twelve (112) persons; 84 final year Political Science Education students and 28 of their lecturers. Checklist and questionnaire were used to collect data. The researchers employed the services of two research assistants in data collection. Frequencies, percentages, mean and standard deviation were used to answer the research questions. The findings of the study indicate that e-learning platforms for effective implementation of Political Science Education curriculum were not adequately available. More so, that the extent of utilization of these e-learning platforms was low in this Covid-19 pandemic era. This implied that students' academic performance was not enhanced during this period. The study therefore recommended blended learning to universities and in-service training for lecturers in order to overcome any challenge that can disrupt the academic calendar.

**Keywords:** E-learning platforms, Political Science Education curriculum, Covid-19 pandemic, academic performance

### Introduction

The e-learning platforms for example virtual classroom, Skype, Google classroom, zoom, just to mention a few came into full limelight when schools were shut down as a result of the covid-19 pandemic. Therefore, their usage in the implementation of Political Science Education Curriculum in covid-19 pandemic cannot be downplayed. Coronavirus pandemic is a pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SAR-COV-2). The outbreak was identified in Wuhan China in December, 2019. The World Health Organization declared the

outbreak a public health emergency of international concern on 30<sup>th</sup> January, 2020 and recognized it as a pandemic on 11<sup>th</sup> March, 2020. As of 22<sup>nd</sup> April, 2021, more than 145 million cases of Covid-19 had been reported in 219 countries and territories, resulting in more than 3 million deaths. More than 123 million people have recovered, although there may be a possibility of relapse or re-infection. As of 10<sup>th</sup> June, 2021, Nigeria had recorded 166, 982 cases with 2,117 deaths and 163, 331 recovered (WHO, 2021).

The virus is primarily spread between people during close contact, often via small droplets produced by coughing,

British International Journal of Education And Social Sciences

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available [www.cirdjournal.com/index.php/bijess/index](http://www.cirdjournal.com/index.php/bijess/index); E-mail: [journals@cird.online](mailto:journals@cird.online)



sneezing or talking. The droplets quickly fall on objects or onto surfaces but with certain medical procedures can hang in the air for longer periods. People may have also become infected by touching a contaminated surface and then touching their eyes, nose or mouth (Nigeria Centre for Disease and Control (NCDC) (2020). According to Apoorva (2020), in experimental settings, the virus has shown to survive on surfaces for up to 72 hours. It is most contagious during the first three days after the onset of symptoms, although spread may be possible before symptoms appear and in later stages of the disease. The pandemic caused severe global socio-economic disruption, including the closure of schools. The closure of schools, colleges and universities not only interrupted the teaching for students around the world; the closure also coincided with a key assessment period and many examinations were either postponed or cancelled.

The philosophy of education in Nigeria is based on the integration of the individuals into a sound and effective citizen through the inculcation of appropriate societal values. This includes respect for the worth and dignity of individuals, shared responsibility for the common roles of society; respect for the dignity of labour; and faith in man's ability to make national decisions (Federal Republic of Nigeria, 2014). The actualization of the above national aspiration in various forms is embedded in the curriculum of various subjects at all levels of education in Nigeria. Political Science Education Curriculum as part of it was greatly hampered by this pandemic.

According to the National Universities Commission (NUC, 2012), Political Science Education curriculum at the bachelor's degree level is designed to achieve the following objectives: to produce highly motivated, conscientious and efficient classroom teachers for all levels of education system; to help teachers to fit into the political life of the community and the society at large; and to prepare graduate teachers who will inculcate in their learners national adjustment to their physical and political environments through acquisition of knowledge, attitude,

values, appreciation and skills necessary for developing political responsibilities.

In order to achieve the objectives of Political Science Education curriculum, effective implementation is very essential. Political Science Education curriculum empowers students to be informed, responsible citizens of a nation and the world and through participation in the democratic process to improve the society (Foran, 2014). Based on this therefore, it becomes imperative to evaluate how Covid-19 will influence the implementation of Political Science Education curriculum at bachelor degree level in the universities and affiliated institutions in Enugu in order to proffer workable suggestions for improvement in the Political Science Education teachers' preparation programme.

Covid-19 pandemic ushered in a new method for implementing Political Science Education curriculum which is an online platform. An online learning platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education with information, tools and resources to support and enhance education delivery and management. The purpose of a successful e-learning platform is that it creates a robust learning experience that feels like a classroom experience, offering the traditional classroom characteristics (like instructor-student interaction, Q&As, discussion, games, collaborative projects, quizzes, etc.) but either online or through a device (e.g., a laptop, desktop, tablet or mobile.) These important learning environments are achieved through a learning platform's features and tools that create the level of interaction and engagement students need.

The term e-learning refers to technology mediated and digitally empowered learning that utilizes hardware. E-learning is a unifying term used to describe the fields of online learning, web-based training and technology delivered instruction. Garrison and Anderson (2013) defined e-learning as teaching and learning that is web-enabled. E-learning platforms are the base upon which e-learning is carried out. Alu (2011) described an e-learning



platform as an integrated combination of Web-based tools specifically focused on the educational support of distributing content and enabling communication and organization and pedagogical support within courses.

In this age of Information and Communications Technologies (ICTs), there is growing concern for the use of e-learning platforms and ICT resources. Some of these resources for the implementation of the curriculum include computers, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), radio and microwaves, television and satellites, multimedia computer and multimedia projector. Shields (2018) concurred that these resources are available resources for e-learning in schools. In e-learning, curriculum content in the form of texts, visuals, such as pictures, posters, videos, audio/sound, multicolour images, maps, and graphics, can be simultaneously presented online to students in both immediate locations (classroom model of e-learning) and various geographical distances (Distance Education model of e-learning). Despite the availability of some of these e-learning platforms for teaching and learning in some of the universities in Nigeria, the extent of their utilization is still low (Moses, 2011; Ndume, Tilya & Twaakyondo, 2012; Abbad, 2014).

In most institutions of higher learning in Nigeria, private universities seem to be at the forefront of e-learning capacity as a result of their innovative and flexible operations (Falana, 2015). Regrettably, it appears that most public universities have not been able to embrace the e-learning platform to the detriment of their students and the society at large. Various factors might be responsible for these in the public universities such as student population, training of lecturers and students, sustainable internet facilities amongst others. The aforementioned factors coupled with the universities union incessant strikes play a key role for the set back of public universities academic activities during the Covid-19 pandemic in Nigeria. Private universities also embraced the e-learning platform to

continue with the academic calendar due to the financial commitment to their workforce as shutting down would bring about difficulty in revenue generation.

However, the public universities largely depend on government subvention and Tet fund assistance because of the discounted tuition paid by their students as compared to their counterparts in private universities. The efforts of some universities are worthy of note as some institutions currently operate on the e-learning platform where learners and lecturers can interact. The sporadic pace of ICT is seen in the innovative development of advanced countries such as Japan which conducted a virtual convocation ceremony for its students using robotics (Kacerauskas & Kusaityte, 2020). In America, universities such as Harvard University have embraced e-learning platforms but in most African countries such as Nigeria, traditional form of learning has been the norm.

The e-learning system completely reduces the issues of insufficient classrooms for lectures as students can easily take the lectures online without any disruption at their convenience. Also, e-learning affords students and lecturers the opportunity to participate in class in their comfort zone with basic amenities they need when compared to the traditional teaching method where sometimes these basic amenities are unavailable for conducive learning. The findings of Pingle (2011) support this, that undergraduates in India have a higher acceptance level of comfort working with computers and other e-learning packages than the traditional face-to-face classroom.

E-learning provides a platform for students to interact with themselves through the discussion forum which eliminates the barrier of participation. It also allows for effective communication and fosters relationship between students and lecturers. It also allows students to study at their open pace and convenience as the lecture material is readily available and the content delivery of the lecturer is quite accessible to them. Hence, it increases satisfaction and decreases stress. The knowledge of e-learning exposes



both lecturers and students to the reality of the world outside the classroom since the world is a global web. The e-learning exposure eases the student's integration into organizations where such platforms are operational; hence, enhanced academic performance.

Application of e-learning platforms for students' increased academic performance in the Covid-19 pandemic era cannot be overemphasized. The Nigerian government foresaw this and expressed in the national policy of education that it shall provide facilities and necessary infrastructures for the promotion of ICT and e-learning (FRN, 2014). It is against this backdrop that the researchers determined the extent of the application of e-learning platforms in the implementation of Political Science Education Curriculum in Covid-19 pandemic era in Universities in Enugu State, Nigeria.

#### ***Statement of the Problem***

Political Science Education helps learners develop the ability to adapt to the ever-changing environment they live in through the acquisition of relevant knowledge, positive attitudes, values and practical skills. The emergence of the Covid-19 pandemic forced universities to shut down and students returned to their homes. This resulted to disruption in the academic calendar, hence decline in academic performance. With schools closed and academic calendar disrupted significantly, the need to switch to digital learning options became imperative. However, the availability of these e-learning platforms and their utilization became a challenge. This gave rise to this current study that determined the application of the e-learning platforms in the implementation of Political Science Education Curriculum in Covid-19 pandemic era in Universities in Enugu State, Nigeria.

#### ***Research Questions***

The following research questions guided the study:

1. What are the available e-learning platforms for the implementation of Political Science Education curriculum in the covid-19 pandemic era?

2. To what extent do lecturers utilize e-learning platforms in the implementation of Political Science Education curriculum in the Covid-19 pandemic era?

#### ***Significance of the Study***

The study has both theoretical and practical significance. Theoretically, the study hinged on Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh, Morris, Davis and Davis (2003). The study explicates the explanatory power of the UTAUT in predicting technology acceptance and use in information systems especially in the context of a developing nation. It further advances the UTAUT in measuring antecedent of adoption and use of technology. Overall, UTAUT was adopted as theoretical framework for this study because of its comprehensiveness, validity and reliability in determining factors influencing adoption and use of technology.

Practically, the findings of this study when disseminated will benefit the following stakeholders: students, lecturers, ministry of education, other researchers. For the students, the findings of the study will help them to fully embrace e-learning as a hedge to the labour market. The findings of the study will be relevant to lecturers as it will expose them to the better and faster approach of teaching using computer tools. It will reveal the need for the lecturers to possess a certain knowledge of computers and its proper usage. The findings of the study would be relevant and beneficial to ministry of education as it will help in their educational policy formulations. It is hoped that this study will enlighten them more on the need to create a platform that promotes online learning. The findings of the study will also serve as a resource material to other researchers interested in carrying out further research in this field.

#### ***Scope and Delimitations of the Study***

The study had both geographical, content and level scope. Geographically, the study was delimited to all the public and private universities in Enugu State, Nigeria. The content scope covered the availability of e-learning platforms in the implementation of Political Science



Education curriculum in the covid-19 pandemic era, and the extent of the utilization of the platforms in the implementation of Political Science Education curriculum. The population/level scope covered the 400 level students and lecturers in Political Science Education programme. 400 level students were chosen because they were at the verge of writing their final examinations and as such needed not to relent in their studies. The lecturers were also chosen because they were the main facilitators of learning and as such should provide information about the state of e-learning in Political Science Education curriculum implementation.

#### **Related Empirical Studies**

Availability of e-learning platforms greatly influences the teaching outcome in this modern times. Different scholars have pointed out different platforms that may be available for teaching and learning. Drawing from this premise, Shields (2018) carried out a study on the availability of e-learning facilities for teaching and learning in high schools in rural areas in Nepal. The study employed descriptive survey research design. The population for the study consisted of all the teachers and the principals of high schools. Questionnaire was used to collect data for the study. Data were collected and analysed using frequency and percentages. Results indicated that there were e-learning platforms like google classrooms, zoom, e-blackboard and so on. It also pointed out that some e-learning facilities were not available in the rural parts of Nepal. E-learning facilities were not available in the schools for teachers and students learning activities. The study shared some relationship with the present study as both of them explored availability of e-learning facilities for teaching using the descriptive survey research design. This implies that the study assisted the present study. However, the previous study and the present study differed Geographical scope and level scope. There was little similarity in the content scope, nevertheless, the present study incorporated the present pandemic (coronavirus). The former did not use any subject area in establishing the

availability of e-learning facilities while the present study used Political Science Education curriculum as a programme.

In the same vein, Lockias, Daga and Kudakwashe (2011) conducted a study on the current state of e-learning at universities in Zimbabwe. The study was guided by three (3) objectives and research questions, while two (2) hypotheses were formulated. Data were collected using questionnaires administered to 420 lecturers and 210 students, and analysed through the use of simple descriptive statistics. The major finding amongst other findings was that there were some e-learning platforms like Impact-Learning, zimsec, rusivo eLearn, just to mention a few. The study also found out that there were insufficient e-learning facilities in the universities and as such did not match the minimum standard requirement. The present study shares some similarities with this study in terms of data analysis and collection method. Both studies differ in terms of area of study and content scope.

In addition, Ugwu (2011) surveyed the availability and use of e-learning facilities for art teaching in two colleges of education in Kaduna and Plateau States, Nigeria. The population for the study consisted of a total number of 174 art students and 45 art teachers making a total of 219 from the two colleges of education being covered in the study. Four research objectives, questions and hypotheses guided the study. Descriptive survey research method was employed. The instrument used for data collection consisted of two sets of questionnaires; they were Art Teachers Inventory Questionnaire (ATIQ) and Art Students Inventory Questionnaire (ASIQ). The major findings of the study indicated inadequate modern e-learning facilities in colleges of education in Kaduna and Plateau States. Also, that the adequacy and use of such e-learning facilities for teaching Fine and Applied Arts was far below average as the modern materials were not available. Lecturers' competence on the use of modern e-learning facilities was more than that of students who largely depended on the colleges to provide them.





Lecturers and students face some problems which include lack of availability of modern e-learning facilities. The present study shares some similarities with this study in terms of data analysis and collection method. The present study was conducted in the universities while the latter was conducted in the colleges of education.

E-learning platforms may be available, but putting them into use becomes a challenge. Therefore, on the extent of the utilisation of these e-learning platforms in the schools, some scholars did some scientific inquiry. For example, Moses (2011) studied the assessment of adequacy and extent of utilization of e-resources for Business Education programme at colleges of education in Edo and Delta States of Nigeria. The main objective of the study was to assess the instructional resources available for Business Education programme and consequently examine the extent of the application/utilization at colleges of education. The population of the study comprised all the Business Education lecturers and students. The study adopted ex post-facto research design and was guided by five research questions. The data were analyzed using ratio and percentage score. The study found that qualified lecturers and physical facilities such as computers, shorthand studio model offices were grossly inadequate in colleges of education in Edo and Delta states. Even the available ones were not properly used or applied and as such impede the full aim of the e-resources. The previous study has some similarities on content scope with the present study. However, they are different in terms of geographical and level scope. The previous study used ex post-facto research design while the present study used descriptive survey research design. That notwithstanding, the present study benefitted from the literature of the previous study.

Further, Ndume, Tilya and Twaakyondo (2012) conducted research on the utilization of e-learning technologies in business education instructional delivery in colleges of education in Tanzania. The purpose of the study was to examine the extent Business Education lecturers use

modern instructional delivery in colleges of education in Tanzania. A descriptive survey research design was used with a sample of 145 lecturers of Business Education. A structured questionnaire was used for data collection. Data obtained were analyzed using mean and standard deviation. The work had four (4) objectives four (4) research questions and Four (4) hypotheses. Findings revealed that modern instructional materials were not extensively utilized in teaching Business Education in the colleges of education due to many challenges which included shortage of qualified staff, lack of required facilities and infrastructure in the colleges of education. The previous and the present study adopted the same quantitative paradigm and used the same design. They both used questionnaire to collect data. On the contrary, the previous study focused on Business Studies, while the present study focused on Political Science Education.

Also, Abbad (2014) investigated the extent of adoption and application of an e-learning system in the Arab Open University in Jordan. The study developed an extended Technology Acceptance Model approach (TAM), which included subjective norm, experience of Internet, system interactivity, self-efficacy and technical support with relation to perceived usefulness, perceived ease to use and intention to use. According to the study, self-efficacy is an important factor of perceived ease of use. The research also revealed that self-efficacy had a strong direct effect on perceived ease of use. The percentage of lecturers that adopted and utilized e-learning facilities was low. The findings and that of the current study are related. However, their geographical scope is different.

### **Methodology**

The study adopted a descriptive survey research design. It was appropriate for this study as it ascertained the opinions of respondents on the application of e-learning platforms in the implementation of Political Science Education curriculum in covid-19 pandemic era in Universities in Enugu State, Nigeria. The study was carried out in all the public and private Universities in Enugu State, Nigeria.



Enugu State covers an approximately 12, 727sq kilometres, lies partly within the tropical rain forest belt to the south, and is located in the South-East geo-political zone of Nigeria. The native population is entirely from the Igbo tribe. Enugu state was chosen because its schools were in lockdown and students lost hope of lectures. Hence, the idea of online teaching and learning (E-learning).

The population for this study comprised all the Political Science Education lecturers and 400 level students from the Universities in Enugu State. There was a total of 84 final year students of Political Science Education and 28 Political Science Education lecturers in the 6 Universities. The total population was 112. The researchers studied the whole population. The population size was manageable. Therefore, there was no sampling.

The researchers used a structured questionnaire and checklist to collect data from the respondents. The checklist attended to research question one while the questionnaire was used for research question two. The instruments were subjected to face validation by specialists in curriculum studies, and measurement and evaluation. The specialists checked the adequacy of the items and the weighting of the response options. They also ascertained whether the instruments measured what they purported to measure. The reliability of the instruments was established by trial testing using students and lecturers in Political Science Education programme in another university

outside the study area that has similar characteristics with the study area. The researchers used Cronbach Alpha reliability technique to determine the internal consistency of the instrument, and came up with a reliability estimate of 0.76. This indicated that the instruments were positive and highly reliable for the study.

The researchers administered the instruments to the respondents. They also employed the services of two research assistants in the administration of the instruments. On data analysis, the researchers used frequency and percentages to answer research question one. Twenty-five percent (25%) was considered as a pass score for each item after analysis. Also, mean and standard deviation were used to answer research question two. The questionnaire was based on a 4-point rating scale. Any item that had mean value of 2.5 and above was accepted and those that fell below 2.5 were rejected using real limits of numbers.

### **Findings**

The results of the study were presented according to the specific objectives that guided the study. The results are as follows:

#### *Available E-Learning Platforms*

The following are the findings on the available e-learning platforms for the implementation of Political Science Education curriculum during the covid-19 pandemic era in universities in Enugu State, Nigeria.



Table 1

*Available E-learning Platforms*

SN ITEMS	HAV		MOAV		MIAV		NAV		Decision
	Freq	%	Freq	%	Freq	%	Freq	%	
1. Zoom	30	26.78	33	29.46	27	24.11	22	19.64	MOAV
2. Google hangout (meet)	22	19.64	28	25.00	35	31.25	27	24.11	MIAV
3. Skype	29	25.89	37	33.04	22	19.64	24	21.43	MOAV
4. Bamboo learning	10	8.93	16	14.29	19	16.96	67	59.82	NAV
5. Google Classroom	32	28.57	34	30.35	23	20.54	23	20.54	MOAV
6. Docebo	16	14.29	18	16.07	27	24.11	51	45.54	NAV
7. WIZIQ	08	7.14	18	16.07	42	37.50	44	39.29	NAV
8. Elucidat	12	10.71	11	9.82	27	24.11	62	55.36	NAV
9. WhatsApp	55	49.10	33	29.46	14	12.50	10	8.93	HAV
10. School Learning Portal	45	40.18	35	31.25	20	17.86	12	10.71	HAV

**Key:** *Highly Available (HAV), Moderately Available (MOAV), Minimally Available (MIAV), Not Available (NAV). Benchmark is 25% for each cadre.*

We could deduce from Table 1 that only WhatsApp platform and School Learning Portal were the e-learning platforms that were highly available with percentage scores of 49.10 and 40.18 respectively. Some other e-learning platforms such as Zoom, Skype, and Google Classroom were moderately available and accepted. However, some others were only available in few places while many were not available.

***Extent of the Utilization of the E-Learning Platforms***

One thing is for the e-learning platform to be available, and the other is for the platform to be utilized effectively. Table 2 presents the findings on the extent of the utilization of these e-learning platforms in the implementation of Political Science Education curriculum in the universities in Enugu State, Nigeria during the covid-19 pandemic era.





Table 2

*Extent of Utilization of Available E-learning Platforms*

S/NO	ITEMS	Lecturers			Students		
		Mean ( $\bar{X}$ )	Standard deviation	Decision	Mean ( $\bar{X}$ )	Standard deviation	Decision
1	Zoom	2.43	0.40	LE	1.26	0.24	LE
2	Google hangout (meet)	1.94	0.33	LE	1.34	0.19	LE
3	Skype	2.35	0.39	LE	1.59	0.28	LE
4	Bamboo learning	1.40	0.23	LE	1.60	0.40	LE
5	Google Classroom	2.20	0.38	LE	1.89	0.39	LE
6	Docebo	1.35	0.21	LE	1.90	0.49	LE
7	WIZIQ	1.60	0.31	LE	1.90	0.46	LE
8	Elucidat	1.90	0.32	LE	1.68	0.49	LE
9	WhatsApp	2.59	0.49	HE	2.56	0.48	HE
10	School Learning Portal	2.65	0.51	HE	2.73	0.66	HE
	<b>Grand Mean</b>	<b>2.04</b>	<b>0.35</b>	<b>LE</b>	<b>1.63</b>	<b>0.44</b>	<b>LE</b>

**Key:** VHE=3.50 – 4.00, HE= 2.50 – 3.49, LE=1.50 – 2.49, VLE= 0.50 – 1.49

Table 2 displays that e-learning platforms were utilized to a low extent. This is revealed by the grand mean of 2.04 for lecturers' responses and 1.63 for students' responses. These scores were below the bench mark of 2.5 for decision taking. Hence, e-learning platforms for Political Science Education curriculum implementation in Universities in Enugu State, Nigeria were not optimally utilized even when available.

**Discussion of the Findings**

The study established that WhatsApp, Institutions Learning Management System (School learning Portal) Zoom, Google classroom, and Skype were more available

in universities but other e-learning platforms were not satisfactory in the universities. This finding disagrees with the study of Arkorful and Abaidoo (2014), which showed that e- learning platforms were not available in the University Teaching and learning. The finding of the study collaborates with the views of Eze, Chinedu-Eze, and Adenike (2018) who found out that only few e-learning facilities were available for teaching and learning in universities in Nigeria. The researchers further stated that for effective teaching and learning to take place and for the students to be able to acquire relevant skills there is need for adequate provision of all relevant technologies that will



enhance the teaching process. The study agrees with UTAUT theory as acceptance of e-learning platforms will invariably make it available. Performance expectancy, Effort Expectancy, and Social Influence as constructs of UTAUT theory have a positive effect of the behavioral intention to adopt eLearning and the behavioral intention would lead to the availability of e-learning platforms. Additionally, facilitating condition and experience have a positive effect on the actual adoption of e-learning platforms. When the idea of e-learning is adopted, then availability of the e-learning platforms is feasible.

On the extent of utilization of the available e-learning platforms, the study found out that lecturers' utilization of e-learning platforms is to a low extent. The study also established that the extent of their usage of various e-learning platforms varies as some e-learning platforms were more utilized than the others. This is in agreement with the findings of Mutisya and Makokha (2016), which indicated that basic usability issues are the basic part of e-learning. The concept of usability encompasses such attributes as learnability, efficiency, memorability, handling of user errors, and user satisfaction. Usability centers on the user interface and the degree to which it meets various usability heuristics. Various methods can be employed to examine the usability of e-learning platforms such as observation, interviews, questionnaires and expert reviews. When the software for e-learning platforms is designed for educational use, additional principles become important, such as the design of learning activities and the learner's ability to control sequence, pacing, presentation medium, and level of difficulty, and this must be put into consideration by the designers of educational software. When lecturers utilize these e-learning platforms, effective delivery of instruction becomes easier for them which definitely will bring about learning outcome, and will also bridge the gap of access and population explosion in education.

The study also upholds UTAUT theory which states that, learning is the process whereby knowledge is created

through the transformation of experience. This theory is in four stages – Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. In e-learning, learning takes place through discovery and experience, where the learner has a concrete experience. This implies an active involvement, for effective learning to take place he/she must actually do something and have the opportunity of reflecting and reviewing what has been done and experienced.

### **Conclusion and Recommendations**

Based on the findings of the study, the researchers conclude that e-learning platforms were moderately available in the universities. More so, the extent of their utilization was low. E-learning facilities are useful tools in learning to complement the lecturers' effort in the learning situation. Therefore, being ICT compliant helps in effective instructional delivery in any emergency situation especially, the pandemic. E-learning transforms teaching and learning and enhances students' academic performance.

Deducing from the findings of the study, the researchers recommend the following:

1. The Federal Ministry of Education should through the National Universities Commission direct all universities in Nigeria to provide opportunities for greater access to university education through e-learning platforms.
2. The universities should train the lecturers to be highly computer literate which will facilitate e-learning. This will provide a large number of students access to university education, and reduce population in the conventional classroom.
3. Universities should organize workshops, trainings and refresher courses on the use of e-learning platforms for education to all lecturers and students in the universities.
4. The universities should embrace blended learning so that no state of emergency in the faculties can disrupt the academic calendar.



## References

- Abbad, M. (2014). Extent of adoption and application of an E-Learning system in the Arab Open University in Jordan. *Asian Journal of Information Technology*, 7 (7), 290-295.
- Alu, N. C. (2011). Utilizing e-learning in science and technology education. problems and prospects: In O. Onyegegbu, & U. Eze, (Eds), *Optimizing e-learning opportunities for effective education service delivery. A Publication of the Institute of Education: University of Nigeria, Nsukka.*
- Apoorva, M. (2020). *Sar-cov survival; coronavirus stages.* New York: Times Publishers.
- Arkorful, V. & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in higher education. *International Journal of Education and Research*, 2(12), 397-410.
- Centre for Disease Control and Prevention (CDC). (2019). *How to protect yourself, coronavirus disease.* Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/prepare/prevention.html>
- Eze, S.C., Chinedu-Eze, V.C. & Adenike, B.O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: A study of M-University. *International Journal of Educational Technology High Educational*, 15(34), 1139-1145.
- Falana, F. T. (2015.). *Prospects and challenges of e-learning in Nigerian university education using National Open University of Nigeria Akure Study Centre.* Akoko: Department of Science and Technical Education (Computer Education Unit) Adekunle Ajasin University Akungba Akoko.
- Federal Republic of Nigeria (2014). *National policy on education.* Lagos: NERDC
- Foran, A. (2014). Political science and service learning: the place of democratic citizenship. *Canadian Social Studies*, 38 (3)1–17.
- Garrison, D. R., & Anderson, T. (2013). *E-learning in the 21st century: A framework for research and practice.* London: Routledge/Falmer.
- Kacerauskas, M. & Kusaityte, J. (2020). *Japanese University found a genius solution for their graduation ceremony during the Coronavirus pandemic.* Retrieved from: <https://www.boredpanda.com/quarantine-covid-19-graduation-bbt-university>
- Lockias, C., Daga, M. & Kudakwashe, M. (2011). The current state of e-learning at universities in Zimbabwe: Opportunities and challenges. *International Journal of Education and Development using Information and Communication Technology*, 4, 5-15.
- Moses, O. (2011). Assessment of the adequacy and extent of utilization of e-resources in business education programmes relative to NCCE standards for Colleges of Education in Nigeria. *Journal of Education and Learning*, 2 (10), 153-162.
- Mutisya, D. & Makokha, G. (2016). Status of e-learning in public universities in Kenya. *The International Review of Research in Open and Distributed Learning*, 17(3), 22-35.
- National Universities Commission (NUC). (2012). *Political Science Education curriculum for public universities.* Abuja: NUC Press.
- Ndume, V., Tilya, F., & Twaakyondo, H. (2012). Utilization of e-learning technologies in Business Education instructional delivery in colleges of education in Tanzania. *International Journal of Computing and ICT Research*, 2, 47-59.



Nigeria Centre for Disease and Control (NCDC). (2020). *Coronavirus in Nigeria*. Retrieved from [www.ncdc.org](http://www.ncdc.org) on 12<sup>th</sup> April, 2020.

Pingle, S. S. (2011). Higher education student's readiness for e-Learning. *Techno Learn*, 1(1), 155-165.

Shields, R. (2018). Availability of e-learning facilities for teaching and learning in high schools in rural areas in Nepal. *Globalisation, Societies and Education*, 9(1), 85-97.

Ugwu, R. (2011). *Availability and use of e-learning facilities for art teaching in two colleges of*

*education in Kaduna & Plateau States, Nigeria* (Unpublished Ph.D. thesis). Covenant University, Ogun State Nigeria.

Venkatesh V., Morris, M., Davis, G., & Davis, F. (2003). User acceptance of information technology: Toward unified view. *MIS Quarterly*, 27(4), 425-478.

World Health Organization (WHO). (2021). *Rising global cases of covid-19 in the present day*. Retrieved from <https://www.worldometers.info/coronavirus> on 22nd April, 2021