

ASSESSMENT OF e-LEARNING READINESS AND TUTOR'S TECHNICAL SKILLS IN CENTRE FOR DISTANCE LEARNING UNIVERSITY OF MAIDUGURI, BORNO STATE, NIGERIA

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ABSTRACT

The study determined the Impact of e-Learning Readiness and Tutor's Technical Skills in Centre for Distance Learning University of Maiduguri, Borno State, Nigeria was guided by two objective, tutor's technical skills for e-learning, Centre for Distance Learning University of Maiduguri and tutor's e-learning readiness in Centre for Distance Learning University of Maiduguri. Survey design was used, the population of 37 e-tutors from faculty of Education University of Maiduguri, the instrument was self-design questionnaire tagged e-learning readiness of Centre for Distance learning (ELR). The Data were analyze using descriptive statistic, frequency count mean and percentage. The results were presented in tables and discussed according to the research questions. The study reveals that the tutor's technically skilled and competent for e-learning? Item I shows that 4(10.8%) of the respondent

Introduction

e-learning is a learning platform that applies the utilization of electronic media and information and communication technologies (ICT). There is no universal definition of e-learning as a concept covers a range of applications, learning methods and processes. e-learning readiness for tutors refers to the preparedness and ability of instructors to effectively design, deliver, and facilitate online learning experiences. Here are some key aspects of e-learning readiness for tutors e-learning readiness for tutors is crucial for the successful

strongly agree they can use the LMS to deliver their content effectively, and 2(62.2%) while 6(16.2%) disagree and 4(10.8%) strongly disagree. this indicates that majority of the e-tutors can use the LMS to deliver content effectively. Item 2, 27(73.0%) agree they can use internet for all their lectures and assessment. While, 6(16.2%), 4(10.8%) Strongly disagree and agree respectively. Item three 4(10.8%) and 12(32.4%) strongly agree and agree respectively that It's easier to use video conferencing facility to delivery my lectures. While 19(51.4%) disagree and 4(10.8%) strongly disagree. this show that most of the e-tutors cannot use video conferencing facility to delivery my lectures. This indicate most of the Tutors can use ICT for their teaching and learning.

Key: e-Learning, Readiness, Tutor's, Technical Skills

Implementation of online learning programs. A study by Almekhlafi and Almeqdadi (2020) emphasized the importance of measuring e-learning readiness before starting online courses.

This involves assessing tutors' technical skills, Andragogy knowledge, and ability to adapt to new technologies.

Key Components of e-learning Readiness for Tutors:

- Technical Skills: Familiarity with Learning Management Systems (LMS), multimedia tools, and online communication platforms.
- Adaptability: Ability to adapt to new technologies, changing student needs, and unexpected technical issues.

A recent investigation by Mishra (2022) found that geographical location and residential settings significantly impacted learners' engagement and effectiveness in e-learning initiatives. This underscores the need for tutors to be aware of their learners' contexts and adapt their online teaching strategies accordingly. To enhance e-learning readiness, institutions can provide tutors with targeted training, technical support, and resources (Pallof & Pratt, 2020). This can include workshops on online instructional design, LMS training, and peer mentoring programs. Technical Skills: Tutors should possess basic computer skills, familiarity with Learning Management Systems (LMS), and knowledge of multimedia tools (video conferencing, screen sharing). Andragogy Skills: Tutors should understand how to design and deliver online instruction, including creating engaging content, facilitating discussions, and assessing Adult learning.

Communication Skills: Effective online tutors should be able to communicate clearly, concisely, and regularly with students through various media, such as email, discussion forums, and video conferencing (Pallof & Pratt, 2007).

Flexibility and Adaptability: Online tutors should be able to adapt to changing circumstances, such as technical issues or student needs, and be flexible in their teaching approach. Support and Resources: Tutors should have access to institutional support, such as training, technical support, and resources, to help them develop and deliver online courses (Rovai, 2002).

Rossi. (2009). In Kumars, work (2016) e-learning encompasses more than just the offering of wholly on-line courses. For instance, Oblinger & Hawkins, (2014) noted that e-learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.

According to Kumar, (2016) the term "e-learning" has only been in existence since 1999, when the word was first utilized at a CBT (Computer base test) systems seminar. Other words also began to spring up in search of an accurate description such as "online learning" and "virtual learning."

The e-learning readiness is the application of a whole range of technologies involved in information processing and electronic communications, such as computers, internet, e-mail, computer software, satellite, mobile communication gadgets, and other allied electronic devices for dissemination of knowledge and information. It involves the application of computer and information technology in teaching and learning. E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal needs. The introduction of e-learning facilities to the education systems is aimed at improving educational delivery and preparing students for a role in an information age Kumar, (2016).

Proficiency in Learning Management Systems (LMS). Tutors should be familiar with LMS platforms, such as Moodle, Blackboard, or Canvas, to deliver online courses and track student progress (Khan and Ahmad 2020).

Multimedia and Audio-Visual Skills. Tutors should be able to create and edit multimedia content, such as videos, podcasts, and images, to enhance online learning (Kim 2020).

Online Communication and Collaboration Tools. Tutors should be able to use online communication tools, such as email, discussion forums, and video conferencing software, to interact with students and facilitate online discussions (Berge, 2020).

Digital Literacy and Online Safety. Tutors should be able to evaluate online sources, identify credible information, and teach students how to do the same, while also ensuring online safety and digital citizenship (Mishra & Koehler, 2020).

Data Analysis and Interpretation. Tutors should be able to collect and analyze data on learners learning outcomes, and use this data to inform instruction and improve student success (Raman 2022). By possessing these technical skills, tutors can create engaging, effective, and inclusive online learning environments that support learner's success.

The Tutor's Technical Skills competencies for e-learning-such as basic internet skills, basic skills for synchronous e-learning technologies, basic Skills of asynchronous e-learning technology, is also an e-learning readiness. The tutor initiate, monitor and review learning. They will maintain regular contact with learner either face-to-face, online, or both. They will provide support and encourage learning. The tutor will undertake an ongoing review and assessment of learning to make sure the learner is proceeding satisfactorily and individual learning needs are being met. The tutor will update the learning plan as appropriate, identify problems and issues and advise the learners on solutions.

The Centre have attempt to make all the e-tutors e-ready by organizing training workshops for the tutor and tutors to develop their skills, on how best to use the Learning Management System (LMS). It is only when teacher is comfortable with using ICT that they will be able incorporate them successfully into the teaching and learning (University of Maiduguri Centre for Distance Learning)

ICT utilization in universities, had being more on research than in teaching/learning situation in the classroom. Borotis, & Poulymenakou, (2004). in his study reported that ICT has the potential to accelerate, enrich and deepen teachers' skills; motivate and engage student in learning; helps to relate school experience to work practice. Contribute to radical changes in school and strengthens teaching.

Pirani, (2004) have confirmed that lack of e-learning skills exists among faculties in universities in Nigeria. As such they are unable to incorporate the benefits of e-learning technology in their teaching, research and service to the University community. Less than 12 percent of Nigerian university academic curricula have digital content. This technology deficient therefore translate into a major handicap in effort to bridge Nigerian digital divide.

A research carried out by Yusuf & Yusuf, (2009) in Adegbile & Oyekanmis work found that ICT provide a variety of tools to support and facilitate teachers' professional competence. ICTs transform teaching and helps teachers to be more affiant and effective, thereby increasing their interests in teachings. The use of ICT can assist in the organization and the structure of the course and the course materials, there by promoting re-thinking and revising the curriculum and instructional strategies ICT increase teachers' emphasis on individualized instructions and such enable them spend more time with individual students. This help student to carry out more independent work and give teacher more time to focus on teaching higher level concepts in the classrooms. ICT provide teachers with more opportunities for experimenting with emerging technologies, thus it engenders a multi-media presence in the classroom. ICTs provide teachers with increase opportunity to collaborate and network with colleagues, thereby, increase community and exchange of linkages among them.

e-Learning is a new phenomenon in Nigeria, but it has been in existence in developed world because of the high technological development, but in Nigeria as result of poor infrastructural development, lack of stable electricity supply, inadequate e-learning facilities such computers, high cost of internet service, inadequate internet access, low level of ICT knowledge of the stake holder. These constitute major problem confronting eLearning in Nigerian Universities and University of Maiduguri inclusive. The statutory quality assurance agency in the Nigerian University system, the NUC is set to enhance and enforce the integration of e-learning in distance learning in Nigerian Universities. However, regarding this innovation in terms of availability and adequacy of e-learning facilities, Usage, and the readiness of the tutors to engage in a sound e-learning environment for distance learning.

Objectives of the Study

The objectives of the study are to Assess the:

1. tutor's technical skills, in Centre for Distance Learning University of Maiduguri
2. tutor's e- learning readiness, in Centre for Distance Learning University of Maiduguri

Methodology

Survey design was used for the study and population of 37 e-tutors from faculty of Education University of Maiduguri, the instrument was researcher design and 25 items questionnaire was used tagged e-learning reediness of questionnaire (ELR). The reliability index value was $r = 0.72$ which indicate the instrument can be used. The Data was analyze using descriptive statistic, frequency count and percentage.

Results

The study is e-Learning readiness of Centre for Distance Learning University of Maiduguri. Thirty-seven (37) copies of questionnaires was administered and 37 copies was retrieved. The results were presented in tables and discussed according to the research questions.

Demographic Information

Table 1.1: Demographic Information of Respondents

	Items	Description	Frequency	Percentage
1	Gender of the res pendent	Male	27	(73.0%)
		Female	10	(27.0%)
2	Age of the respondent	30-35 years	8	(21.6%)
		35-40 years	2	(5.6%)
		40-45 years	6	(16.2%)

Items	Description	Frequency	Percentage
	45-50 years	8	(21.6%)
	50 and above	13	35.1%)
3	How long have you been teaching?	1-5 years	4 (10.8%)
		5-10 years	8 (21.6%)
		10-15 years	12 (32.4%)
		15-20 years	11 (29.7%)
		20 years and above	2 (5.4%)
4	What is your Rank?	Associate Professor/Reader	6 (16.2%)
		Senior Lecturer	
		Lecturer I	19 (51.4%)
		Lecturer II	4 (10.8%)
		Assistant Lecturer	2 (5.4%)
			6 (16.2%)

Source: Field Survey, 2025.

Table 1 above show the demographic information of the respondents a total of 27 (73.00%) of the respondents are male and 10(27.00%) are female. This show that the majority of the e-tutor male. Item 2 show the age distribution of the respondents, 8(21.6%) of the respondent are between the age of 30-35 years, 2(5.4%) of the respondents are between the age of 40-45years, 8 (21.6%) are between the age of 45-50 years. While 13(35.1%) are 50 years and above. This show that 50 years are the majority of the tutors are above the age 50 are the highest. Item 4, the question how long have you been teaching? 4(10.8%) are between the age of 1-5, 8(21.6%) are years teaching, 12(35.4%) of the tutors have spent 10-15 teaching, while 11(29.7%) of the respondent have being teaching from 15-20 years, and also 5(5.4%) were teaching for 20 years and above. Item 5 the question is what is your Rank? 16.2% are associate professors 19(51.4%) are senior Lecturers, 4(10.8%) are Lecturer I, 2 (5.4%) are lecture II and 16.2% assistant Lecturers the rank of associate professors is the majority of e-tutors. Therefore, majority of the e-tutors are male 50 years and above, of the rank of Associate professors and senior lectures.

Research Questions: Are the tutor's technically skilled and competent for e-learning?

Table 1.2: Tutor's technically skilled and competent.

S/n	Statement	SA	A	DA	SD
1.	I can use the LMS to deliver my content effectively	4(10.8%)	23(62.2%)	6(16.2%)	4(10.8%)
2.	I use internet for all my lectures and assessment	0(0.0%)	27(73.0%)	6(16.2%)	4(10.8%)
3.	It's easier to use video conferencing facility to delivery my lectures	4(10.8%)	12(32.4%)	19(51.4%)	4(10.8%)
4.	I can use online chat facility to interact with student effectively	4(10.8%)	19(51.4%)	10(27.0%)	4(10.8%)

Source: Field Survey, 2025.

Table 1.2 answer the research question are the tutor's technically skilled and competent for e-learning? Item I shows that 4(10.8%) of the respondent strongly agree they can use the LMS to deliver their content effectively, and 2(62.2%) while 6(16.2%) disagree and 4(10.8%) strongly disagree. this indicates that majority of the e-tutors can use the LMS to deliver content effectively. Item 2, 27(73.0%) agree they can use internet for all their lectures and assessment. While, 6(16.2%), 4(10.8%) Strongly disagree and agree respectively. Item three 4(10.8%) and 12(32.4%) strongly agree and agree respectively that It's easier to use video conferencing facility to delivery my lectures. While 19(51.4%) disagree and 4(10.8%) strongly disagree. this show that most of the e-tutors cannot use video conferencing facility to delivery my lectures.

Research Questions: What are the tutor's e-learning readiness?

Table 1.3: Tutor's e-learning readiness and competent

S/N	Statement	SA	A	DA	SD
5.	I can use the internet to preparing my learning content	10(27.0%)	21(56.8%)	6(16.2%)	0(0.0%)
6.	I can use computer system for my teaching to make my work easy and faster	4(10.8%)	23(62.2%)	10(27.0%)	0(0.0%)
7.	I use the ICT for teaching.	10(27.0%)	23(62.2%)	4(10.8%)	0(0.0%)
8.	Do you have access to institutional support	0(0.0%)	4(10.8%)	27(73.0%)	4(10.8%)

Source: Field Survey, 2025.

Table 1.3 answer the research question are the tutor's e- learning readiness for e-learning competent? The item four show 4(10.8%) strongly agree and 19(51.4%) agree they can use online chart facility to interact with student effectively while 10(27.0%) and 4(10.8%) disagree and strongly disagree they cannot use online chart facility to interact with student effectively. Item five 10(27.0%) disagree agree and 21(56.8%) agree they can use the internet for preparing my learning content. 6(16.2%) disagree. item 6, 4 (10.8%) strongly agree and 23(62.2%) agree to the statement they can use computer system for teaching to make their work easy and faster. While 10(27.9%) disagree. this show the e-tutors can use computer for teaching and learning. And item 7 show 10(27.0%) strongly agree and 23(62.2%) agree they can use the ICT for teaching. This indicate most of the Tutors can use ICT for their teaching and learning.

Conclusion

Base on the findings it was concluded that;

Based on researcher's personal experience tutors. Related factor like ICT technical skills and frequent use and access to e-Learning facilities positively affect performance of the tutors. As the main people responsible for the delivery of the courses and the support of the learners, tutors play a critical role in e-learning, they must therefore be equipped with an appropriate set of skills and attributes in addition to subject matter expertise

Recommendation

Government should equipped tutors with an appropriate set of skills and information communication technology sets.

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