ACCESSIBILITY AND UTILIZATION OF E-LEARNING FACILITIES AS CORRELATES OF EFFECTIVE TEACHING IN HUMAN KINETICS EDUCATION, UNIVERSITY OF ILORIN

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Abstract

The introduction of the E-learning Educational system has contributed to the growth and Development of teaching and learning globally in terms of technology-based education. The extent of aligning with this vision often leads to skills acquisition in digital learning in Education. It is in view of this that this study examined the accessibility and utilisation of E-learning facilities as correlates of effective teaching in Human Kinetics Education, University of Ilorin. A descriptive research design of a correlation type was employed for the study. The population comprises all the students of the Human Kinetics Education department in the study area. Multistage sampling procedures of stratified and proportionate random sampling techniques were used to select 100 participants for the study. A structured questionnaire was developed to gather data for the study. The instrument was validated by the experts. The reliability level of the instrument was established using Cronbach's alpha, and a value of 0.70 was obtained. The administration of the instrument was done by the researcher and 3 trained research assistants. The data collected were analysed using descriptive statistics of percentage and mean to answer the research questions, while inferential statistics of Pearson product-moment correlation (PPMC) were used to test the formulated hypotheses set for the study at 0.05 alpha level. The result revealed that, there was a significant relationship between accessibility of internet facilities and teaching of Human Kinetics Education at the University of Ilorin with (r-value = 0.721, $p < 0.05$), there was a significant relationship between the use of laptop of E-learning resources and teaching of Human Kinetics Education with (r-value = 0.122, $p < 0.05$); and there was a significant relationship between virtual classroom effectiveness of E-learning and teaching of physical Education with (r-value = 0.142, $p<0.05$). Based on the findings, the study therefore recommends that accessibility of internet facilities should be provided by the school management for both the students and lecturers so as to enhance the E-learning process. Also, provision of laptops and other E-learning resources should be provided by the school management for the effective enhancement of the virtual classroom learning process between lecturers and students.

Keywords: E-learning facilities, accessibility, teaching, Human Kinetics Education, Virtual classroom.

Introduction

The introduction of the e-learning Educational system has contributed to the growth and development of teaching and learning globally, especially in courses that are practical-oriented, such as Biology and Human Kinetics Education. E-Learning is the process of sharing knowledge through various channels such as e-books, CDs, webinars, and more. It has revolutionised the conventional method of chalk and board style of learning imparted to the students. Unlike this, e-Learning education makes giving and receiving simpler, more prolific, and productive. Tutors apply the method of teaching purely through the latest technology (Odukoya&Afolabi, 2022).

E-Learning can be easily delivered through the internet, everywhere other than the traditional classroom where the teacher is teaching. E-Learning refers to the use of the internet, technology, and acquired knowledge and skills. Thus, teaching and learning both become simpler, easier, and more effective (Adekeye & Igbinoba, 2022). It is a learning system based on formalised teaching, but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classroom, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning (Salako&Ajayi, 2023).

E-learning has proved to be the best means in the corporate sector, especially when training programs are conducted by MNCs for professionals across the globe, and employees can acquire important skills while sitting in a boardroom, or by having seminars, which are conducted for employees of the same or different organisations under one roof (Oladimeji&Oyekunle, 2022). The schools which use E-learning technologies are a step ahead of those which still have the traditional approach towards learning.

The word e-learning can be used synonymously with web-based training or online tutoring. You can use the term e-learning in various forms, but the concept remains the same. It has changed the old school teaching methods. E-learning is defined by various

authors according to their personal knowledge and perspectives, but they all seem to agree that e-learning comprises all forms of electronically supported learning and teaching which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. This definition is supported by Ravichandra (2005), who stressed that E-learning in the broadest sense concerns itself with learning that occurs online through the internet, or using the CD-ROM or other facilities such as radio, television and telephony. E-learning encompasses learning at all levels, both formal and non-formal, that uses an information network, the internet, an intranet (LAN) or extranet (WAN), whether wholly or in part, for course delivery, interaction, evaluation and facilitation which Salawudeen (2010) explained, uses network technologies to create, deliver and facilitate learning any time, and anywhere.

In recent years, the surge in technological advancements has significantly impacted the traditional methods of teaching and learning. E-learning can be viewed as the utilisation of electronic technologies to access educational curriculum outside of a traditional classroom that has emerged as a powerful tool in the educational realm (Agu &Okoli, 2020). The University of Ilorin, situated in Nigeria, reflects the broader trends in embracing digital solutions for pedagogical enhancement. However, the specific relationship between the availability of E-learning facilities and the accessibility of Human Kinetics Education in this institution warrants a detailed examination.

The accessibility of Human Kinetic Education, within the framework of E-learning, pertains not only to the physical availability of technological resources but also to the inclusivity and efficacy of these tools in delivering education. As Nigeria strives to advance its education system, understanding the dynamics of E-learning in specialised fields like Human Kinetics becomes imperative. The socio-economic and infrastructural context of Nigeria, including factors like internet accessibility, technological infrastructure, and socio-cultural considerations, adds layers of complexity to this exploration (Obi & Obi, 2020).

E-learning, as a concept, encompasses a diverse range of electronic technologies that facilitate access to educational content outside the confines of a conventional classroom. The ubiquity of digital platforms, coupled with the flexibility they offer, has

redefined the educational experience, enabling learners to engage with course materials at their own pace and convenience. This paradigm shift is particularly relevant in the context of Human Kinetic Education, where practical applications, virtual simulations, and interactive content can enhance the depth and breadth of learning experiences (Adewale& Musa, 2020).

In the dynamic landscape of 21st-century education, Human Kinetics education is inherently experiential, grounded in the development of motor skills, fitness levels, and a robust understanding of physiological and biomechanical principles. Traditionally, this has been achieved through face-to-face instruction, practical sessions, and hands-on laboratory work. However, the integration of E-learning facilities presents a plethora of benefits, which include enhanced flexibility and accessibility. Online modules, interactive simulations, and multimedia resources can cater to diverse learning styles and paces, providing students with greater autonomy in managing their academic schedules (Ogunlade, Adefuye, &Adefuye, 2011). This is particularly valuable for students with disabilities who may face physical limitations in attending regular classes (Onivehu, Adegunju, Ohawuiro&Oyeniran, 2017). And also, it enriched learning experiences. E-learning platforms enable the incorporation of immersive virtual environments, interactive simulations, and multimedia content, effectively complementing traditional classroom instruction and catering to a wider range of sensory learning preferences (Akintunde, Adetunmobi, &Adeyinka, 2015). E-learning platforms can facilitate access to globally renowned experts and specialised resources, expanding the learning boundaries beyond the physical confines of the University (Akanbi, 2016).

The University of Ilorin has made significant strides in embracing E-learning, recognising its potential to revolutionise academic delivery. The establishment of the "Centre for Teaching and Learning Technology" (CTLT) in 2012 exemplifies this commitment. The CTLT provides faculty with training and technical support in integrating E-learning tools into their courses, promotes the development of e-learning content, and manages the University's Learning Management System (LMS) (Onivehu et al., 2017). Despite these promising initiatives, challenges remain. Limited access to reliable internet connectivity, particularly for students residing outside the campus, can impede online

engagement and exacerbate existing digital divides (Agwu, Ogunkunle&Ogunde, 2015). Furthermore, faculty training and technical expertise in utilising E-learning tools require continued development to ensure comprehensive and effective integration (Akanbi, 2016).

In Nigeria, this educational process is not only reflective of global trends but is also driven by the increasing availability and affordability of digital technologies. The National Policy on Education in Nigeria recognises the importance of integrating technology into education to enhance the quality and accessibility of learning (Federal Republic of Nigeria, 2013). As the largest economy in Africa, Nigeria has witnessed a surge in internet penetration and smartphone usage, contributing to the potential for widespread adoption of E-learning initiatives (ITU, 2020; Statista, 2020). Nigeria, despite its technological advancements, faces challenges related to internet infrastructure and accessibility. According to the World Bank, only about 40% of the Nigerian population had access to the internet in 2019 (World Bank, 2020). This digital device raises concerns about the equitable distribution of E-learning benefits, particularly in specialised fields like Human Kinetics Education. It is crucial to explore how these challenges manifest within the University of Ilorin and how they impact the accessibility of E-learning resources for students pursuing Human Kinetics Education as a course of study in the University.

Statement of the Problem

The occurrence of the COVID-19 pandemic necessitates the sudden shift from physical teaching to the e-learning process across higher Education institutions globally, including Nigeria. While this transition has provided continuity in education, it also revealed significant gaps and challenges, particularly in specialised fields like human kinetic education. At the University of Ilorin, the effectiveness and accessibility of teaching human kinetic education through e-learning platforms are questionable. Human kinetic education relies heavily on practical and real-time interactions, which are challenging to replicate in a virtual environment.

This study aims to investigate how the availability and quality of e-learning facilities impact the accessibility and effective teaching of human kinetic education in the school. Also Limited access to reliable internet and technology moreso many students

faced difficulties due to inadequate access to reliable internet connections and other technological devices, such as laptops and projectors. These digital devices significantly hamper the ability to participate effectively in e-learning sessions that require high-quality video streaming and real-time interactions (Eli-Chukwu et. al., 2023; Brika et. al., 2022).

Research Questions

1. Is there any significant relationship between the accessibility of internet facilities for students and the teaching of Human Kinetics Education at the University of Ilorin?
2. Is there any relationship between the use of laptops as e-learning resources and the teaching of Human Kinetics Education at the University of Ilorin?
3. Is there any significant relationship between the virtual learning effectiveness of e-learning facilities on the teaching of Human Kinetics Education at the University of Ilorin?

Hypotheses

Ho1: There is no significant relationship between the accessibility of internet facilities and the teaching of Human Kinetics Education at the University of Ilorin.

H02: There is no significant relationship between the use of Laptop of e-learning resources and the teaching of human kinetics education at the University of Ilorin.

H03: There is no significant relationship between virtual classroom and the effectiveness of e-learning facilities on teaching of human kinetics education at the University of Ilorin.

Methodology

The researcher employed a descriptive research design of a correlational type. The descriptive research design of correlational type is a type of research method used to study the significant relationship between two or more variables of the study. It involved the collection of two sets of data, one of which was retrospective with a view to determining the relationship between the dependent variable and independent variables (Owolabi,

2015). This type of research can be as useful in understanding the relationship between the adoption of E-learning facilities and their accessibility towards the teaching of Human Kinetics Education to students. The researchers utilised purposive sampling because they are the people who contribute and provide relevant information to answer both the research questions and hypotheses. The students in the Department of Human Kinetics Education, University of Ilorin, are the participants of the study. They help to fill out the questionnaires by responding to all the items raised in the questionnaires.

The participants were stratified into 4 groups. Group one consist of 137 students in the 100 level, Group 2 consist of 134 students from the 200 level, Group 3 consist of 266 students from the 300 level, and Group 4 consist of 214 students from the 400 level. A proportionate random sampling technique was used to select 100 participants for the study, which represent 13% of the total population. The research instrument that was used for the study was a researcher structured Questionnaire title: Relationship between E-learning facilities and Accessibility towards teaching of Human Kinetics Education in the University of Ilorin (RBEFATTHKE). This instrument was used to gather information from the participants based on the relationship that exists between the variables in the study. The research instrument was a questionnaire that consisted of two sections, A and B. Section A focused on items raised from the research questions, while Section B dealt with items raised from the hypotheses formulated for the study. To ascertain the validity of the instruments, the drafted copies of the questionnaires were given to 2 experts in the field of Educational Technology and Communication and 1 expert in the field of Human Kinetics Education for both face and content validity. The evaluation and feedback of the experts were considered and incorporated to produce the final version of the research instrument that was used for the study. The reliability level of the instrument was established through a pilot study that was conducted using 10 students in groups of Human Kinetics Education students from Kwara State University, Malete, which is outside the study area. This is to affirm the level of consistency and stability of the research instrument. The instruments were administered to the same group of students at an interval of two weeks. The instrument interval consistency was measured using Cronbach's Alpha, and a value of coefficient of 0.70 was obtained. A high reliability coefficient indicates that the instrument is reliable for the study.

The researcher sought the consent letter from the Head of Department of Human Kinetics Education, University of Ilorin, and the research participants in the conduct of the study. The purpose of the study, together with the scope of the study were explained to the participants. The participation was voluntary, and the monetary payment was not attached to it by the researchers. In addition, in gathering the data, the process of gathering the data was based on the availability of the participants at their convenient time. The information gathered was confidential, which was clearly stated to the participants. The Ethical considerations were observed in the course of the study by the researchers so as to reflect the credibility of this study. Three (3) research assistants were involved in the administration of the instrument, a few hours before the administration of questionnaires. The 3 research assistants were trained on how to ~~interprete~~interpret the items in the questionnaires for the researcher. Thereafter, the participants were approach at their lecture room after the expiration of the lecture for the day. Right in the lecture room, questionnaires were given to them to answer immediately. All the filled questionnaires were retrieved for the computation of the data analysis. The data collected were sorted, coded and analysed using descriptive statistics of percentage, mean, and standard deviation to answer the research questions, while inferential statistics of Pearson Product-Moment Correlation (PPMC) were used to test the hypotheses for the study at 0.05 alpha level.

Results

Research Question One: *Is there any significant relationship between the accessibility of internet facilities of students and the teaching of Human Kinetics Education at the University of Ilorin?*

Table 1: Percentage Analysis on Accessibility of Internet Facilities and Teaching of Human Kinetics Education.

S/N	Items	SA	A	Positive Response	D	SD	Negative Response
1.	I have access to e-learning facilities that enhance my	36 (36.6%)	41 (42.0%)	77 (78.6%)	21 (21.4%)	0 (0%)	21 (21.4%)

	learning experience in human kinetic education.						
2.	The e-learning facilities have improved my ability to apply human kinetic education concepts in real-world scenarios.	16 (16.4%)	68 (69.3%)	84 (85.7%)	14 (14.3%)	0 (0%)	14 (14.3%)
3.	The e-learning facilities have increased my engagement in human kinetic education.	31 (31.9%)	43 (44.1%)	74 (76.0%)	23 (23.1%)	1 (0.8%)	24 (23.9%)
4.	The e-learning facilities have improved my understanding of human kinetic education concepts.	55 (55.9%)	41 (42.4%)	96 (98.30%)	2 (1.7%)	0 (0%)	2 (1.7%)
	Total			**83 (84.7%)**			**15 (15.3%)**

Table 1 shows that the mean of positive responses by the respondents was 83 (84.7%), which was greater than the mean of negative responses of 15(15.3%). This implies that there is a positive relationship between the accessibility of internet facilities for students on teaching of human kinetics Education at the University of Ilorin.

Research Question Two: *Is there any relationship between the use of laptops as e-learning resources and the teaching of Human Kinetics Education at the University of Ilorin?*

Table 2: Shows the Percentage Analysis on Use of Laptop as E-learning Resources and Teaching of Human Kinetics Education.

S/N	Items	SA	A	Positive Response	D	SD	Negative Response

5.	Laptops provide access to relevant e-learning resources (e.g. online, textbooks, articles, videos) for Human Kinetics courses.	29 (29.8%)	59 (59.7%)	88 (89.5%)	10 (10.5%)	0 (0%)	10 (10.5%)
6.	Laptops enable students to access online simulations and virtual labs for Human Kinetics courses.	42 (42.9%)	51 (52.5%)	93 (95.4%)	5 (4.6%)	0 (0%)	5 (4.6%)
7.	Laptop facilities, collaboration, and group work among students in Human Kinetics courses.	12(11.8%)	62 (63.0%)	74 (74.8%)	24 (25.2%)	0 (0%)	24 (25.2%)
8.	Laptops provide access to online assessment and evaluation tools for Human Kinetics courses.	29 (29.4%)	51 (52.5%)	80 (81.9%)	18 (18.1%)	0 (0%)	18 (18.1%)
	Total			**84 (85.7%)**			**14 (14.3%)**

Table 2 shows that the mean of positive responses by the respondents was 84 (85.7%), which was greater than the mean of negative responses of 14(14.4%). This implies that there is a positive relationship between the use of laptops as e-learning resources and teaching in Human Kinetics Education at the University of Ilorin.

Research Question three: *Is there any significant relationship between the virtual learning effectiveness of e-learning facilities on the teaching of Human Kinetics Education at the University of Ilorin?*

Table 3: Percentage Analysis on Virtual Classroom Effectiveness and Teaching of Human Kinetics Education.

S/N	Items	SA	A	Positive Response	D	SD	Negative Response

9.	Virtual classrooms have improved student engagement and participation in Human Kinetics courses	57 (58.4%)	37 (37.8%)	94 (96.2%)	4 (3.8%)	0 (0%)	4 (3.8%)
10.	Virtual classrooms have enhanced the overall learning experience in Human Kinetics courses.	24 (24.8)	54 (55.0%)	78 (79.8%)	20 (20.2%)	0 (0%)	20 (20.2%)
11.	Virtual classrooms have reduced the costs associated with traditional classroom delivery in Human Kinetics courses	25 (25.6%)	44 (45.0%)	69 (70.6%)	29 (29.4%)	0 (0%)	29 (29.4%)
12.	Virtual classrooms and e-learning facilities have increased student motivation and interest in Human Kinetics courses	35 (35.3%)	60 (62.2%)	95 (97.5%)	2 (1.7%)	0 (0.8%)	3 (2.5%)
	Total			**84 (85.7%)**			**14 (14.3%)**

Table 3 shows that the mean of positive responses by the respondents was 84 (85.7%), which was greater than the mean of negative responses of 14(14.3%). This implies that there is a positive relationship between the virtual classroom effectiveness of e-learning facilities and the teaching of human kinetics Education at the University of Ilorin.

Testing of Hypotheses

Ho1: *There is no significant relationship between the accessibility of internet facilities and the teaching of Human Kinetics Education at the University of Ilorin.*

Table 4: Pearson analysis on the accessibility of Internet facilities of students and teaching of Human Kinetics Education

Variable	N	Df	Cal. R-value	P-value	Remark
Accessibility of internet facilities for students and teaching of Human Kinetics Education	100	98	0.721	0.001	H0 Rejected

@ 0.05 alpha level

Table 4 shows the calculated r-value of 0.721 with a p-value of 0.000 with 98 degrees of freedom at 0.05 alpha level. Since the calculated r-value is greater than the p-value, hence the null hypothesis that stated that there is no significant relationship between the accessibility of internet facilities of student and teaching of Human Kinetics Education at the University of Ilorin was not accepted which implies that there was a significant relationship between the accessibility of internet facilities of students and teaching of human kinetics education at the University of Ilorin.

H02: *There is no significant relationship between the use of Laptop of e-learning resources and the teaching of human kinetics education at the University of Ilorin.*

Table 5: Pearson analysis on the use of a laptop as an E-learning Resource and Teaching of Human Kinetics Education

Variable	N	Df	Cal. r-value	P-value	Remark
Use of Laptop as an E-learning Resource and Teaching of Human Kinetics Education	100	98	0.122	0.000	H0 Rejected

@ 0.05 alpha level

Table 5 revealed the calculated r-value of 0.122 and p-value of 0.001 with 98 degrees of freedom at 0.05 alpha level. Since the calculated r-value is greater than the p-value, the null hypothesis that stated that there is no significant relationship between the use of laptop of e-learning resources and teaching of Human Kinetics Education was not accepted. This means that there was a significant relationship between the use of Laptop of e-learning resources and the teaching of human kinetics education at the University of Ilorin.

H03: *There is no significant relationship between virtual classroom and the effectiveness of e-learning facilities on teaching of human kinetics education at the University of Ilorin.*

Table 6: Pearson analysis on virtual classroom and Teaching of Human Kinetics Education

Variable	N	Df	Cal. r-value	P-value	Remark
Virtual Classroom and Teaching of Human Kinetics Education	100	98	0.142	0.000	H0 Rejected

@ 0.05 alpha level

Table 6 indicated the calculated r-value of 0.142 and p-value of 0.000 with 98 degree of freedom at 0.05 alpha level, since the calculated r-value is greater than the p-value hence, the null hypothesis that stated that there is no significant relationship between virtual classroom and effectiveness of e-learning facilities on teaching of Human Kinetics Education was not accepted, this implies that there was a significant relationship between virtual classroom effectiveness of e-learning facilities and teaching of human kinetics education at the University of Ilorin.

Discussion of Findings

The findings from the tested hypothesis one revealed that there was a significant relationship between the accessibility of internet facilities of students and the teaching of human kinetics education at the University of Ilorin. The findings of the study are in agreement with the findings of Kuku and Olusola (2018), who investigated the impact of internet accessibility on students' performance in physical education courses at the University of Ilorin. Also, there was a significant positive correlation between internet accessibility and students' performance. Students with access to the internet had better performance in physical education courses compared to those without access. It shows that internet accessibility enhances students' learning outcomes in Human Kinetics Education. Moreso, the findings from the tested hypothesis two show that there is a significant

relationship between the use of Laptop of e-learning resources and the teaching of human kinetics education at the University of Ilorin.

The finding corroborates the findings of Adesolaand Adegboye(2020), who examined the impact of laptop use on students' engagement in e-learning activities in physical education courses at the University of Ilorin. The study also indicated that there is a significant positive correlation between laptop use and students' engagement. The study revealed that students who used laptops had higher engagement in e-learning activities compared to those who did not use laptops. It is revealed that laptop use enhances students' participation in Human Kinetics Education. Similarly, it was also revealed that there is a significant relationship between virtual classroom and the effectiveness of e-learning facilities on teaching of human kinetics education at the University of Ilorin. The findings of the study are in line with the findings of Oyewole and Oyelekan(2019), who revealed that students who used virtual classrooms had higher satisfaction with e-learning facilities compared to those who did not use virtual classrooms. This is an indication of aligning with global best practices in teaching and learning that virtual classrooms enhance the effectiveness of e-learning facilities in Human Kinetics Education.

Conclusion

The data gathered provides a thorough knowledge of the participants about the relationship between accessibility of internet facilities, use of laptops as E-learning resources, virtual classroom and teaching of Human Kinetics Education at the University of Ilorin. Based on the outcome of the Analysis, it was concluded that accessibility of internet facilities is fundamental to effective teaching and E-learning of Human Kinetics Education at the University of Ilorin, Nigeria.

This is because the accessibility of internet facilities served as the bedrock of the E-learning process, especially when it comes to issues of practical classes that have to do with the demonstration of skills for students to view. Moreso, the use of laptop of e-learning resources has a positive and significant relationship with the teaching of Human Kinetics Education. This outcome aligns with the global best practices in Education that often encourage the adoption of technological innovation in teaching and learning by making use of a laptop as a medium of storing and disseminating information. It was also viewed as a

way of providing positive means of developing both the students and lecturers to be computer literate and to acquire technology skills. Furthermore, the lecturers in the Human Kinetics Education department need to align with the global best practices by engaging students in virtual learning methods that would facilitate e-learning in the university.

Additionally, it is possible to develop an e-learning approach to the teaching of Human Kinetics Education by aligning with the global best practices through innovation of technology intern of virtual learning process, which would enhance active participation on the part of lecturers and students.

With regards to the outcome of the study, it was recommended that university management should embraced e-learning process by providing the necessary support in terms of facilities and manpower skills to facilitate the e-learning process in the schools, and as such, it would help the university to align with the global best practices as far as the 21st century educational system is concerned. It would also enhance the holistic development of students with international standard.

Recommendation

Based on the outcome of the study on the relationship between e-learning facilities and accessibility towards teaching of Human Kinetics Education in the University of Ilorin, Nigeria, it was therefore recommended that;

(1) In the area of accessibility of internet facilities, the school management should endeavour to support both the lecturers and students by providing them with internet facilities on the campus to improve the process of the e-learning system in teaching Human Kinetics Education and all other courses in the University.

(2) In the area of use of laptop of e-learning resources, the school management should partner with private bodies that can support the institution with laptops and other electronic gadgets, with resources that would enhance the effectiveness of the e-learning system in learning and teaching.

(3) In the area of virtual classroom effectiveness. It is understood that the school management should organise training for the lecturers and encourage them to engage the students in virtual classes. Students should also be sensitized on the need

to equip themselves with the necessary gadgets that will enhance virtual classes through the innovation of e-learning.

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