12TH EDITION LAUTECH JOURNAL OF NURSING

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In this edition, fourteen (14) manuscripts scaled through the eye of the needle of the Editor-in Chief. The title of the papers in this edition are: Knowledge and utilization of youth friendly services among adolescents in selected secondary schools in Akure, Nigeria; What students think about the e-Learning tool "Moodle" in Ahmadu Bello University, Zaria; Covid-19: awareness, anxiety and reasons influencing levels of anxiety among Nigerian nurses; Knowledge and attitude towards the transmission and prevention of covid-19 among nursing undergraduates of Osun State University, Osogbo; Outreach clinic services in the rural areas: an important means of improving maternal and child health services in developing countries; Sailing against the wind: the experience of a nurse leader on special national assignment in Nigeria; Perceived causes and effects of substance abuse among undergraduates at college of health sciences, Ladoke Akintola University of Technology, Ogbomosho; An appraisal of integrated health care model as panacea to promoting good quality health for all in selected hospitals in Nigeria; Effect of nursing staff shortage on hospital healthcare performance in Ladoke Akintola University Teaching Hospital Ogbomoso, Oyo state, Nigeria; Comparison analysis of nursing students' perception of quality of nursing programme in open distance learning with conventional face-to-face university learning; perceived utilization of electronic devices for nursing informatics practice among nurses in federal medical centres in Southern Nigeria; Awareness and acceptance of sexuality education among selected secondary schools students in Usiefrun Delta State; Awareness, perceived causes and effects of substance abuse among undergraduates at college of health sciences, Ladoke Akintola University of Technology, Ogbomoso and Socio-demographic characteristics of pregnant women and perception of the quality of antenatal services provided by midwives in south-south, Nigeria/

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WHAT STUDENTS THINK ABOUT THE E-LEARNING TOOL "MOODLE" IN AHMADU BELLO UNIVERSITY, ZARIA

LADAN M. A.; IBRAHIM A.H.; LAWAL B. K.; EMMANUEL O. O. & AHMED S.

ABSTRACT

The study examined the perceptions of undergraduate students in Ahmadu Bello University, Zaria on eLearning tools and their attitude towards Moodle as a learning platform. The study employed a descriptive survey design. A stratified random sampling technique was used to select one hundred (100) students from various university departments and faculties. Self-administered questionnaires was used to collect data from the selected respondents. The mean value $(\bar{\chi})$ is significant at 2.5 and above. The result revealed a positive perception about online teaching $(\bar{\chi}=3.1)$ indicating that the use of online learning tools makes learning interesting. Secondly, the attitude of the students towards Moodle learning platform is quite negative $(\bar{\chi}= 2.1)$ which indicates that the students do not find Moodle as an interesting learning platform. Lastly, the factors affecting the attitude towards utilization of online learning tools include poor computer skills $(\bar{\chi}= 2.7)$, slow computer and poor internet connections $(\bar{\chi}=2.7)$, inability to express thoughts, and difficulty in reading online contents $(\bar{\chi}=3)$, it is not easy to become skillful at using learning system $(\bar{\chi}= 2.6)$ and online makes the students to become slave to technology $(\bar{\chi}= 2.6)$. It was concluded that Fears in the adoption of eLearning needs to be allayed by the University management by creating awareness through all faculties and departments to facilitate proper utilization. Thus, it is recommended that the management of the university should create a platform where both students and staff can be properly oriented toward the proper use of the e-learning tool with avenues created for technical support.

Keywords: Perception; Attitude; eLearning; Moodle; Undergraduates

BACKGROUND

The growing interest in online education, challenges higher education institutions to rethink their cultural, academic, organizational, and pedagogical structures in adapting to a new culture of teaching and learning (Moule *et al*., 2010). Dariel et al (2012) identified the use of e-learning in higher education as a tool for development of 21 century skills which will enable people to function effectively in the "knowledge economy". Bahmrambeygi *et al* (2018), defined eLearning as a nascent approach which will someday counteract the challenges in teaching and also serve as a corridor to flexible learning for students that is cost effective, convenient and increases opportunity for lifelong learning. In light of the growing interest and demand for online learning (the use of information and communication technology in the classroom), Selim (2007) argues that we must improve our understanding of how to promote effective online learning activities.

Several studies revealed that greater levels of learning are difficult to accomplish in online courses, as teachers with no prior expertise in teaching online tend to transfer traditional tactics to the online classroom. As such, they utilise tactics that have been shown unproductive in the face-to-face classroom (Selim, 2007; Natriello, 2005).

In developed countries such as the United Kingdom (UK), Critical Success Factors (CSFs) have been used as markers for determining the effectiveness of online learning tools which are presumed to be revolutions in education (Selim, 2007; Dariel, 2012). Despite this, there is no literature to

suggest such markers are used in education institutions in developing countries including Nigeria. Thus, eLearning tools in Nigeria are often adopted without feasibility studies to ascertain their effectiveness in student education which presents another challenge (Naila, 2016; Dhamija, 2016). Studies observed that data to support adoption/utilization of eLearning tools are often from self-reported use from either teachers or institution's management with very few from students' perspectives Krishnakumar & Rajesh (2011), Dhamija (2016), Rhema et al. (2014).

Studies on students' perception and attitude towards eLearning revealed a mixed result. For example, Rhema *et al*. (2014) reported perception and experiences of students from two Libyan universities on technology enabled learning. These authors examined the impact of demographic features, technology access, technology utilization in learning, technological skills and technology satisfaction on students' attitude. Their findings revealed that demographic features such as gender differences, locality of students, current enrolment year and age have no effect on students' attitude towards eLearning. Similarly, Naila (2016) conducted a study on nursing students to learn their attitude towards eLearning and the result confirmed the readiness of students to adopt eLearning and recognized its use in education. However, technical support and stress of using

technology were noted to be discouraging factors to adopt eLearning in such institutions. In this regard, it is important to identify what the end-beneficiaries of eLearning think about it and if they perceive it as having any benefits from the traditional system of learning. As such, this study examined the perceptions of undergraduates of Ahmadu Bello University, Zaria.

METHODOLOGY

A cross-sectional descriptive design was adopted for this study. Sample of 100 respondents were drawn from undergraduate students across various faculties and academic departments of Ahmadu Bello University, Zaria using stratified sampling technique. A self-administered questionnaire with four sections comprising 38 items covering socio-demographic characteristics, perception of online learning, attitude of students on the Moodle platform and factors affecting attitude towards utilization of online learning tools was used to collect data from the respondents. Descriptive statistics was used to analyze the data using IBM SPSS version 23 software.

Ethical clearance was obtained from the institutional IRB. Participants were informed that participation is voluntary and they could withdraw at any time if they chose to do so. All responses were kept confidential and access to data was only restricted to the research team.

RESULTS

Objective 1: What is participant's perception towards online learning tools?

The result in Table 1 shows that, the participants' perception of online learning tools was positive $(\bar{\chi}=2.7)$. This showed that the students agree that online learning tools can have a positive impact in their learning

Table 1: Participants perceptions towards online learning tools

VARIABLES	SA	A	D	SD	X	REMARKS
Online teaching meets the students need	30	33	17	15	2.8	Positive
Online learning tools can be nuisance for students	27	28	21	19	2.7	Positive
Assessing the online material is easy	22	30	26	17	2.6	Positive
The online learning tools has been a support throughout the semester	19	23	33	20	2.4	Negative
Online teaching ensures the effectiveness in terms of coping up with missed lectures.	28	29	20	18	2.7	Positive
It is difficult to understand online learning without getting acquainted with appropriate guidance.	31	27	20	17	2.8	Positive
Online teaching is often avoided as it promotes social isolation.	38	31	15	11	3.0	Positive
Online teaching highly motivates the students for taking advance courses.	31	28	17	19	2.7	Positive
Using online teaching makes learning interesting.	41	32	12	10	3.1	Positive
Students and teachers interaction is weak through online learning.	22	31	30	12	2.7	Positive
Quality of teaching and learning can be increased through Online learning because it integrates various types of media.	25	32	20	18	2.7	Positive
Access to education increases through online learning.	27	25	20	22	2.6	Positive
Maximum amount of time is consumed while learning through online learning.	17	18	32	28	2.3	Negative

Cumulative mean = 2.7

Objective 2: what is the attitude of students towards Moodle platform?

Table 2 noted that, the students' attitude towards the Moodle platform utilized for lectures within the University was negative ($\bar{x}$= 2.4). This suggests that the student generally do not have a positive attitude towards this particular educational resource.

Table 2: Participants attitudes towards utilization of online learning tools

Variables	SA	A	D	SD	X	REMARK
Moodle is not readily accessible and as such students don't find it interesting.	12	17	38	28	2.1	Negative
Students prefer using moodle platform because it is better than using books/journals in the library.	19	20	33	23	2.4	Negative
Students are motivated towards the use of moodle platform as it offers maximum engagement of students.	18	17	28	32	2.2	Negative
moodle is fun to use as a lot of activities can be carried out on the platform	18	20	36	21	2.4	Negative
Students use the chat on moodle platform for personal communication.	31	27	20	17	2.8	Positive
Students understand the topic better using the moodle platform and as such spend quality time on the platform.	15	19	34	27	2.2	Negative

Cumulative mean =2.4

Objective 3: What are the factors affecting utilization of eLearning by students?

Result in Table 3 shows that, factors that affect utilization of eLearning by the students include poor computer skills, slow computer and poor internet connections, inability to express thoughts, and difficulty in reading online contents, it is not easy to become skillful at using online learning system. Acquisition of significant information is difficult through using internet and Online learning makes the students to become slaves to technology.

Table 3: Factors affecting the attitude towards utilization of online learning tools

Variable	SA	A	D	SD	X	REMARK
Gender affect the uses of online learning tools	17	20	29	29	2.3	Negative
Age affect utilization of online tools	18	22	36	19	2.4	Negative
Poor Computer skills	33	23	19	20	2.7	Positive
Slow computer and poor internet connections.	28	29	20	18	2.7	Positive
Doing assignments and reading lecture's web notes are easy for students to manage and learn.	17	21	33	24	2.3	Negative
Inability to express thoughts and difficulty in reading online contents	38	30	15	12	3.0	Positive
It is easy to read from print learning materials instead of electronic medium or internet.	21	17	31	26	2.3	Negative
It is not easy to become skillful at using online learning system.	39	28	12	14	2.9	Positive
Learning of courses through online portal is difficult.	22	12	30	31	2.3	Negative
Acquisition of significant information is difficult through using internet.	25	28	24	18	2.6	Positive
Online learning makes the students to become slaves to technology.	29	25	19	21	2.6	Positive
There is a noticeable improvement in the student's academic performance through the utilization of online learning tools	17	18	32	28	2.3	Negative
Students record increase in GPA/CGPA with the use of online learning tools	16	22	32	25	2.3	Negative

Cumulative mean = 2.5

Discussion of findings

This study determines what students think about the e-learning tool "Moodle" in Ahmadu Bello University, Zaria.

The result of this study observed that, the participants' perception of online learning tools was positive. This study agrees with Sunder and Morrison-Shetlar (2000) who reported positive perception towards the online method of learning as observed among students learning web components in a biology course. This study support Naila (2016) who reported that students within their own study also showed that they were enthusiastic towards adopting of eLearning for their courses. The writers observed that the students' inclination towards eLearning might be due to easy access, ability to engage and re-use the content outside the classroom as this removes the burden of trying to get missed content of lectures while also getting more links to other resource materials and at the same time reinforcing learning.

Our study indicated that, the students' attitude towards the Moodle platform utilized for lectures within the University was negative.

These writers suggests that the student generally do not have a positive attitude towards this particular educational resource. These results was not a reflective of what was obtained in the study of Dhamija (2016) who revealed that student's attitude towards educational resources were positive (Moodle platform). The writers conclude that the current study might be of such because both the staff and students who engage with this particular resource are not oriented towards it utilization. The writers further noted that most of the students reported that a very few number of their lecturers use it for their class and most of the students are not familiar on how to navigate the content of Moodle. They also report that they do not have a technical contact assigned to them in situations where they are having difficulties.

This study revealed that factors affecting attitude towards utilization of eLearning by the students include poor computer skills, slow computer and poor internet connections, inability to express thoughts, and difficulty in reading online contents, it is not easy to become skillful at using online learning system. Acquisition of significant information is difficult through using internet and Online learning makes the students to become slaves to technology. The study is similar to the review of Arkorfula and Abaidoo (2014) who argued that though there might be factors that affect attitude towards utilization, but the advantages far outweigh its non-adoption.

CONCLUSION

This paper examined what the students think about eLearning within their respective learning environments. The students' perceptions, attitudes and factors affecting attitude towards utilization were descriptively uncovered. It is observed that despite the advantages that eLearning and its associated resources (such as Moodle) offer, it is important that both the students and their lecturers/instructors should be appropriately given requisite orientation on how to engage with it. There should also be an accessible technical support that may help address certain issues raised by users of such resources.

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