

**AVAILABILITY AND UTILIZATION OF E-LEARNING RESOURCES IN
TEACHING ENGLISH LANGUAGE IN SECONDARY SCHOOL IN
EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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BENIN CITY.**

MARCH, 2026

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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FOR THE AWARD OF ARTS (ED) DEGREE IN ENGLISH AND
LITERATURE, UNIVERSITY OF BENIN**

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CERTIFICATION

We , the undersigned, certify that this project work carried out by **BUKOLA ESTHER AKINYEMI** with matriculation number **EDU2102184** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City, is adequate in scope and quality in partial fulfillment of the requirements for the award of B.A (Ed) degree in English and Literature.

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DEDICATION

This research work is dedicated first and foremost to God Almighty for His guidance, strength, and wisdom throughout the course of this study. I also dedicate this project to my parents and my siblings for their unwavering love, encouragement, and support throughout my academic journey. Their sacrifices and prayers have been a great source of motivation.

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ABSTRACT

This study examined the availability and utilization of e-learning resources in the teaching of English language among secondary school students in Egor Local Government Area of Edo State. The study was prompted by the increasing importance of digital technologies in education and the need to understand their role in improving English language teaching and learning in a developing context.

A descriptive survey research design was adopted, and data were collected through structured questionnaires administered to selected students and teachers in Egor Secondary School. Findings revealed that e-learning resources such as computers, digital materials, multimedia tools, and internet facilities enhance students' proficiency in reading, writing, listening, and speaking when effectively utilized. However, challenges such as inadequate availability of resources, poor infrastructure, irregular power supply, insufficient teacher training, and limited technical support hinder effective utilization.

The study concludes that e-learning resources play a significant role in improving English language learning, but their impact is constrained by several institutional and infrastructural challenges. It therefore recommends that government and school authorities provide adequate ICT facilities, improve infrastructure, and organize continuous training for teachers to enhance the effective integration of e-learning resources in secondary schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

E-learning, broadly defined as “the process of learning through electronic media” (e.g. via e-books, online lectures, digital assessments), has become a central feature of 21st-century education. Globally, advances in ICT, including mobile and online learning platforms, are transforming how subjects are taught and learned. Mobile learning (m-learning), which uses smartphones and tablets for educational content, enables students to study anytime and anywhere. Similarly, Massive Open Online Courses (MOOCs) and blended learning environments have democratized access to quality courses from around the world. Emerging technologies such as artificial intelligence, virtual/augmented reality and data analytics are further enhancing online learning by offering personalized instruction and engaging, immersive experiences (e.g. virtual labs or interactive simulations). These innovations promise richer pedagogy for example, ICT can “break out of the walls of the classroom” and provide students access to vast information and collaborative learning opportunities.

In the context of language education, e-learning tools can be especially powerful. Technology-assisted English language teaching (such as computer-aided instruction, online multimedia, and language-learning apps) has been shown to improve student engagement, expose learners to authentic language examples, and support differentiated instruction. For instance, a recent Nigerian study found a significant positive impact of ICT integration on secondary school English instruction. In practice, teachers can use videos, interactive quizzes, online dictionaries and grammar tutorials to enrich lessons, and students can practice listening and speaking skills via virtual classrooms. Worldwide, many language educators now combine digital and traditional methods to cater to diverse learning styles. Moreover, the COVID-19 pandemic of 2020–2021 dramatically accelerated this shift as educational systems quickly adopted virtual teaching and learning to be able to continue instruction during the lockdown.

Despite these global trends, large disparities remain. In Nigeria, access to ICT and the internet is still very limited. According to the World Bank, only about 9.4% of Nigerian households own a computer and just 34.6% have internet at home. There is a stark urban–rural divide: roughly half of urban families have internet access versus only about 20% of rural households. These infrastructure gaps mirror educational divides. For example, during COVID-19 school closures,

data showed that students from wealthier private schools (and their families) had much higher access to remote learning than those in public schools. In one nationwide survey, the most-cited challenges for Nigerian schools switching to online learning were poor electricity, lack of devices, and expensive data.

At the state and local level, Edo State (in southern Nigeria) faces similar issues. A recent study in Edo found that recommended English teaching resources (print and audio-visual materials) are “scantily available and utilized” in secondary schools. In Egor Local Government Area (which includes part of Benin City), secondary schools have reported especially low ICT infrastructure. For example, a survey of Egor-area biology teachers found that both public and private schools lacked sufficient computers, internet, and teacher ICT skills. One study in Egor’s private schools assessed students’ familiarity with various “virtual learning” methods: students generally knew about computer-based or online learning tools, but actual participation in such e-learning was only moderate. Altogether, these findings suggest a local context where English teachers and learners may want to use digital resources, but face shortages of equipment, connectivity, and training.

This study is motivated by the need to understand this gap. Egor LGA has a mix of urban and peri-urban communities, with dozens of public and private secondary schools. While national policy and international experience highlight

the benefits of e-learning, what is the reality on ground in Egor? What technology is available? How are teachers using it? and what barriers exist?. This research will examine the availability of e-learning resources (computers, projectors, internet access, software, etc.) and the extent to which English language teachers in Egor's schools actually utilize those resources in their teaching. In doing so, it will build on evidence from Nigeria and Edo State to diagnose local strengths and needs in the use of ICT for English education.

Statement of the Problem

Despite the rapid global shift toward technology-enhanced learning and the proven effectiveness of e-learning tools in improving English language instruction, many schools in Nigeria, including those in Edo State, have not fully benefited from these innovations. Although digital resources such as multimedia applications, virtual classrooms, mobile learning tools, and computer-assisted language platforms have transformed language education worldwide, the Nigerian educational system continues to face significant structural and pedagogical barriers that limit their effective integration.

National data indicate that access to computers, internet connectivity, and stable electricity remains very low, especially in public schools and rural communities. These infrastructural limitations were clearly exposed during the

COVID-19 pandemic, when a large proportion of students in public schools were unable to participate in online learning due to inadequate devices, high data costs, and unreliable power supply.

Within Edo State, studies consistently report that digital resources recommended for English teaching are inadequately provided, poorly maintained, or unevenly distributed across schools. Existing research further shows that in many secondary schools in Egor Local Government Area, ICT facilities such as computers, projectors, audio-visual devices, and internet connectivity are either grossly insufficient or completely unavailable. Even where some resources exist, utilization by English teachers remains low, largely due to inadequate ICT competence, insufficient training, poor maintenance systems, and limited institutional support.

These conditions suggest a significant mismatch between the global push for digital instructional practices and the actual technological realities of English language teaching in Egor LGA. Although e-learning resources have the potential to enhance students' listening, speaking, reading, and writing skills, the extent to which these resources are available and effectively utilized in local classrooms remains limited. The gap between technological potential and practical classroom practice highlights the need to examine the availability and utilization of e-

learning resources in secondary schools in Egor Local Government Area. This study therefore seeks to address this gap by providing an evidence-based understanding of the existing ICT infrastructure, the level of teacher usage, and the operational challenges affecting e-learning in the teaching of English language in the area.

Research Questions

Based on the above purpose, the study will address the following research questions:

1. What e-learning resources are available for teaching English language in secondary schools in Egor Local Government Area?
2. To what extent do English language teachers in schools in Egor Local Government Area utilize the available e-learning resources in their instructional delivery?
3. What factors influence the availability of e-learning resources in these schools?
4. What factors influence English teachers' utilization of e-learning resources?

These questions will guide data collection (e.g. inventories and teacher surveys) and analysis to illuminate the situation in Egor's schools.

Research Hypotheses

Hypothesis One (Availability of E-learning Resources)

H₀₁: There is no significant level of availability of e-learning resources for teaching English language in secondary schools in Egor Local Government Area.

H₁₁: There is a significant level of availability of e-learning resources for teaching English language in secondary schools in Egor Local Government Area.

Hypothesis Two (Utilization of E-learning Resources)

H₀₂: English language teachers in Egor Local Government Area do not significantly utilize available e-learning resources in their instructional delivery.

H₁₂: English language teachers in Egor Local Government Area significantly utilize available e-learning resources in their instructional delivery.

Hypothesis Three (Availability → Utilization Relationship)

H₀₃: There is no significant relationship between the availability of e-learning resources and their utilization by English language teachers in secondary schools in Egor Local Government Area.

H₁₃: There is a significant relationship between the availability of e-learning resources and their utilization by English language teachers in secondary schools in Egor Local Government Area.

Hypothesis Four (Factors Influencing Availability)

H₀₄: School-related factors (such as funding, infrastructure, electricity, and administrative support) do not significantly influence the availability of e-learning resources in secondary schools in Egor Local Government Area.

H₁₄: School-related factors (such as funding, infrastructure, electricity, and administrative support) significantly influence the availability of e-learning resources in secondary schools in Egor Local Government Area.

Hypothesis Five (Teacher Factors Affecting Utilization)

H₀₅: Teacher-related factors (such as ICT competence, training, and attitude) do not significantly influence the utilization of e-learning resources in teaching English language in Egor Local Government Area.

H₁₅: Teacher-related factors (such as ICT competence, training, and attitude) significantly influence the utilization of e-learning resources in teaching English language in Egor Local Government Area.

Hypothesis Six (Infrastructural Constraints)

H₀₆: Infrastructural constraints (such as electricity supply and internet connectivity) do not significantly affect the utilization of e-learning resources by English language teachers in Egor Local Government Area.

H₁₆: Infrastructural constraints (such as electricity supply and internet connectivity) significantly affect the utilization of e-learning resources by English language teachers in Egor Local Government Area.

Purpose of the Study

The main purpose of this study is to investigate the availability and utilization of e-learning resources in teaching the English language in three selected secondary schools within Egor Local Government Area, Edo State. In particular, the study aims to:

- Determine the extent of availability of e-learning tools (e.g. computers, projectors, internet access, digital English learning materials) in the chosen schools.
- Assess the extent of utilization of these e-learning resources by English language teachers during classroom instruction.
- Identify factors (such as teacher training, resource adequacy, school support, and infrastructural constraints) that affect both the availability and use of e-learning in these contexts.
- Evaluate teacher attitudes and perceptions toward using e-learning in English lessons, to understand motivational and pedagogical dynamics.

- Ultimately, the study seeks to provide a clear picture of how well-equipped Egor LGA's secondary schools are for e-learning in English, and how effectively teachers are exploiting available technologies.

Significance of the Study

The findings of this research will be valuable to several stakeholders:

English Language Teachers: By revealing which e-learning tools are available and which remain underused, the study will help teachers recognize opportunities to enrich their lessons. It can also highlight needs for professional development (e.g. training workshops) to improve teachers' digital pedagogical skills.

School Administrators and Boards: Data on the current state of ICT infrastructure will inform principals and school managers where to invest resources. For example, if a school lacks computer labs or stable internet, administrators can prioritize those areas. Understanding utilization patterns can help administrators encourage or monitor the effective use of any existing equipment.

Curriculum Planners and Education Officers: Insights from the study will help curriculum planners in Edo State and at the national level see how well ICT integration in the English curriculum is proceeding. The study may indicate a

need to revise curricula, add digital content, or incorporate e-learning objectives in teacher training programs. It could also contribute to meeting Nigeria's educational goals (e.g. the National Policy on Education's call for ICT in schools) by providing grounded evidence from the field.

Policy Makers and Planners: At a higher level, the study highlights gaps in line with national and global education priorities. For instance, bridging digital gaps is seen as essential to achieving Sustainable Development Goal 4 (quality education for all). If the results show that socio-economic or infrastructure issues are limiting e-learning in Egor's schools, policy makers can use this information to target investments (e.g. funding for rural school ICT, subsidies for electricity/Internet in schools, or statewide ICT implementation guidelines).

Overall, the study will provide baseline data that can guide decision-making to improve English education through technology. By pinpointing specific shortages and barriers, it will help all stakeholders – from teachers up to government – to develop strategies for more effective use of e-learning resources in Nigerian secondary schools.

Scope and Delimitation of the Study

The thematic scope covers e-learning resources in English language teaching – specifically, the hardware (computers, tablets, printers, projectors),

connectivity (internet access, local networks), and software/materials (educational apps, online platforms, digital libraries) that could be used to teach English. The study population will include English language teachers in the selected schools (and potentially school principals or ICT coordinators for some questions), as well as an inventory of the physical resources. Student outcomes or perspectives are not a primary focus, except insofar as they relate to teachers' use of technology. The time frame of the study will be the current academic session (2024–2025), reflecting the present status of resources and practices. In summary, the research examines the availability and utilization of e-learning tools for secondary English instruction within Egor LGA only; it will not address other subjects, educational levels, or regions beyond this defined context. This study is geographically delimited to Egor Local Government Area of Edo State, Nigeria. Selected secondary schools (a mix of public and private) will be purposively selected within Egor LGA to provide a focused sample.

Definition of Terms

E-learning: For this study, e-learning refers to learning facilitated by electronic/digital means. This includes use of computers, tablets, projectors, the Internet, and educational software in teaching and learning activities. (As one

source defines, it is “learning through electronic media” such as e-books, e-lecture notes, and online assessments.)

E-learning Resource: Any digital or electronic tool that can support teaching and learning. Examples are computer hardware (laptops, desktops), network equipment (routers, modems), software and applications (language learning apps, educational games), digital content (online grammar exercises, ebooks, videos), and audiovisual equipment (projectors, smartboards).

Availability (of resources): The presence and accessibility of e-learning resources within the school. An available resource is one that the school possesses (e.g., school owns it or has a subscription) and that is ready for teacher and student use (e.g., connected to power and Internet).

Utilization (of resources): The extent to which teachers use the available e-learning resources in their instructional practice. High utilization means teachers regularly incorporate computers, internet sites or other digital tools into their lesson delivery and student activities; low utilization means these tools remain largely unused or are used only rarely or superficially.

English Language Teaching: Instruction of the English subject (reading, writing, speaking, and listening skills) to secondary school students. It includes teaching

grammar, literature, vocabulary, communication skills, and related content as prescribed by the state and national curriculum.

Secondary School: A school providing education for students roughly aged 11–18 (Junior and Senior Secondary levels in Nigeria).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the various concepts that are connected to “Availability and Utilization of E-Learning Resources in Teaching English language in Secondary School in Egor local government Area, Edo state”. The Concept is related to this study shall be discussed under the following subheadings:

- Concept of E-learning resources
- Availability of E-Learning Resources
- The English Teacher and E-Learning Resources
- The Role of the English Teacher in the Utilization of E-Learning Resources
- Challenges of E-Learning Utilization on English Language Teaching
- Summary of Reviewed Literature

Concept of E-learning resources

E-learning will be used to refer to the purposeful use of electronic technologies to design, deliver, manage and support teaching and learning processes regardless of time and place. E-learning, as operationalised in educational research, is a broad construct that covers any learning experience supported by electronic technologies. Davis (1989) and later researchers in educational technology have argued for conceptual clarity by highlighting two

complementary dimensions: the technological medium (the devices and platforms used) and the pedagogical design (how learning activities are structured). E-learning encompasses synchronous and asynchronous modes of instruction delivered through Internet-enabled devices and includes a range of practices from the distribution of digital resources to interactive, platform-based teaching (Owolarafe et al., 2024).

Moreso, E-learning resources are the tangible and intangible components that enable e-learning. Tangible resources include hardware (computers, tablets, projectors, servers, routers), connectivity (broadband, mobile internet), and physical infrastructure (computer laboratories, power supply). Intangible resources include software and digital content (learning-management systems (LMS), educational apps, e-textbooks, multimedia materials), digital assessment tools, teacher-created digital lesson materials, and the policies and technical support systems that sustain technology-enhanced instruction (Akpen et al., 2024; Owolarafe et al., 2024). In the context of English teaching, relevant resources also include language-learning platforms, online corpora, audio-visual materials for listening and pronunciation practice, and assessment banks aligned to English curricula.

In the context of English language teaching, e-learning resources serve as supplementary tools that support teachers in delivering grammar, vocabulary, listening, speaking, reading, and writing lessons more effectively. For instance, applications like Duolingo, Google Classroom, YouTube, and audio-visual aids provide interactive and engaging opportunities for learners to develop language proficiency beyond the traditional classroom setting (Al-Fraihat, Joy, & Sinclair, 2020).

The availability and proper utilization of these resources are particularly critical in Nigeria, where infrastructural challenges and large class sizes often limit the effectiveness of conventional teaching methods. E-learning resources, when effectively deployed, promote individualized learning, immediate feedback, and flexibility in pace and style of instruction (Oye, Salleh, & Iahad, 2011). However, the extent of their impact depends on factors such as accessibility, teacher competence, institutional support, and students' readiness to embrace technology.

Importantly, e-learning resources do not replace teachers but complement their roles. Teachers act as facilitators, guiding students on how to use digital tools critically and meaningfully. As Hennessy, Harrison, and Wamakote (2010) note, the effectiveness of these resources depends not only on their presence but also on the pedagogical skills of teachers in integrating them into classroom practice.

Thus, e-learning resources can be conceptualized as both technological infrastructure (hardware, software, and connectivity) and instructional content (digital materials, apps, and platforms) that, when combined, create an enriched learning environment for students. Their integration into English language teaching provides opportunities for innovation, collaboration, and enhanced educational outcomes in both developed and developing contexts.

Types of E-Learning Resources

E-learning resources can be broadly classified into several categories depending on their purpose, mode of delivery, and level of interactivity. These resources form the foundation of technology-enhanced education and are essential in modern English language instruction.

1. Learning Management Systems (LMS)

Learning Management Systems such as Moodle, Blackboard, Canvas, and Google Classroom are digital platforms used to organize and manage teaching and learning activities. They allow teachers to upload course materials, assign tasks, and monitor student progress in a structured environment. LMS platforms also support communication through discussion forums, chats, and feedback tools. In addition, they provide features like automated grading and performance tracking.

These functions make teaching more efficient and learning more organized. LMS are therefore essential tools in modern education (Al-Fraihat et al., 2020).

2. Digital Texts and E-Books

Digital texts and e-books include online textbooks, journals, and articles used in place of or alongside printed materials. They are portable, easily accessible, and often interactive, offering features like search tools, highlighting, and hyperlinks. Many also include multimedia elements such as audio and video to enhance understanding. These features promote independent and flexible learning among students. They are especially useful in encouraging reading habits and deeper exploration of topics. Overall, digital texts improve engagement and comprehension (Chen et al., 2010).

3. Multimedia Resources

Multimedia resources involve the use of audio, video, images, and animations to support teaching and learning. Examples include educational videos, podcasts, and recorded lectures. These resources cater to different learning styles and make lessons more engaging and interactive. In English language teaching, they are particularly useful for developing listening and speaking skills. Teachers can also use them for activities like discussions and presentations. Multimedia enhances understanding and retention of knowledge (Mayer, 2009).

4. Virtual Classrooms and Video Conferencing Tools

Virtual classroom tools such as Zoom, Microsoft Teams, and Google Meet allow real-time interaction between teachers and students. They enable teachers to deliver lessons, share presentations, and engage students in discussions regardless of location. Features like screen sharing, chat, and breakout rooms support collaborative learning. These tools are especially important for distance and online education. They also help maintain communication and feedback during lessons. Virtual classrooms promote active participation and engagement (Hrastinski, 2008).

5. Digital Libraries and Repositories

Digital libraries and repositories provide access to a wide range of academic materials such as books, journals, and research papers. Examples include JSTOR, Google Scholar, and institutional databases. They support both teaching and research by making information easily accessible. Students can use them to gather relevant materials for assignments and projects. They also encourage independent learning and critical thinking. Digital libraries are essential resources in modern education (Ani & Edem, 2010).

6. Assessment and Testing Tools

Assessment tools such as Kahoot!, Quizizz, and Google Forms are used to evaluate students' learning. They allow teachers to create quizzes, assignments, and tests in an interactive format. These tools provide instant feedback, helping students understand their strengths and weaknesses. They also make assessment more engaging and less stressful for learners. Teachers can track performance and adjust teaching strategies accordingly. Digital assessment tools support effective learning (Bennett et al., 2017).

7. Collaborative Tools and Social Media

Collaborative tools like Google Docs, Padlet, and social media platforms such as WhatsApp support group learning and communication. They allow students to share ideas, work together on tasks, and exchange feedback. These tools promote active participation and teamwork among learners. They also extend learning beyond the classroom environment. Students become more engaged and responsible for their learning. Collaborative learning improves understanding and interaction (Veletsianos & Kimmons, 2012).

8. Language Learning Applications

Language learning applications such as Duolingo and Babbel provide interactive platforms for learning languages. They focus on skills like vocabulary, grammar,

pronunciation, and listening. These apps use engaging methods such as games and quizzes to motivate learners. They also allow flexible learning anytime and anywhere. For English learners, they provide additional practice outside the classroom. Language apps support independent and continuous learning (Godwin-Jones, 2011).

The use of E-Learning Resources for Teaching English Language

The use of e-learning resources in English language instruction has become an integral part of modern pedagogy, offering innovative approaches to teaching the four core language skills: listening, speaking, reading, and writing. E-learning integrates information and communication technology (ICT) tools such as multimedia, online platforms, and interactive applications into classroom and out-of-class learning experiences (Al-Fraihat, Joy, & Sinclair, 2020). These tools enhance learner engagement, provide immediate feedback, and extend learning beyond the physical classroom environment.

1. Teaching Listening Skills

Listening is a key skill in second language learning, and digital tools have improved how it is taught. Resources such as podcasts, audiobooks, videos, and online recordings expose learners to authentic language use, including different accents and real-life communication. These materials go beyond the limited input

of traditional classrooms. Learners can control the pace of learning by replaying audio for better understanding. This reduces anxiety and improves comprehension over time. Studies show that digital listening tools enhance retention and understanding of spoken English (Gilakjani & Sabouri, 2016).

2. Teaching Speaking Skills

Speaking is a complex skill that requires fluency, pronunciation, and confidence. E-learning platforms such as Zoom, Google Meet, and language apps provide opportunities for real-time interaction and communication. These tools simulate real-life conversations and allow learners to practice speaking regularly. Features like speech recognition and role-play activities make learning more engaging. They also help learners build confidence in using English. Digital tools therefore support effective and flexible speaking practice (Godwin-Jones, 2011).

3. Teaching Reading Skills

Reading helps learners develop vocabulary and understand language structures. E-learning provides access to digital texts such as e-books, blogs, and online articles. These materials are easily accessible and allow learners to read at their own pace. They also expose students to authentic content beyond classroom textbooks. This increases engagement and motivation among learners. Research

shows that digital reading materials improve interest and comprehension (Chen et al., 2010).

4. Teaching Writing Skills

Writing is essential for communication and involves grammar, organization, and critical thinking. Digital tools such as Google Docs, blogs, and wikis support interactive and collaborative writing. These platforms allow learners to receive instant feedback and improve their work. They also encourage creativity and active participation. Writing in digital environments helps students develop both technical and communicative skills. Effective use of these tools enhances writing competence (Hyland, 2016).

Availability of E-Learning Resources

Edo State has emerged as one of Nigeria's most active sub-national actors in deploying digital education solutions. Since 2018 the Edo Basic Education Sector Transformation (EdoBEST) initiative has driven the large-scale roll-out of teacher tablets, scripted digital lesson content, an EdoBEST@Home remote-learning platform, and school monitoring/data systems. These interventions have materially increased the availability of e-learning resources across many public schools and created a foundation for further expansion into junior and senior secondary levels. For English language instruction specifically, the availability of

scripted lesson content, multimedia resources, and teacher tablets provides immediate, curriculum-aligned materials for teaching reading, listening and speaking. Where EdoBEST@Home and internet access are active, teachers can supplement classroom instruction with audio-visual listening texts, guided reading packages, and remote assignments, resources that are pedagogically powerful for language learning (authentic listening input, scaffolded reading, formative feedback). The combination of content, teacher training and monitoring creates favorable conditions for systematic improvement in English outcomes in schools participating in the program.

What is Available

1. Teacher devices and preloaded lesson content

EdoBEST's core delivery model supplies government-issued tablets to teachers with daily, curriculum-aligned lesson plans and multimedia content. Reported coverage indicates very high usage of teacher tablets within participating primary and junior secondary schools, making teacher-facing e-resources widely available in those cohorts.

2. Remote-learning platforms and digital content repositories

EdoBEST@Home hosts videos, lesson packages and low-bandwidth materials (including WhatsApp-based virtual classes) that students and teachers

can access outside the classroom. Government reports note thousands of virtual classes and broad content distribution across participating schools.

3. Infrastructure initiatives to expand connectivity

Edo State has pursued an ambitious fibre-optic rollout to connect all 18 local government areas and partnered with private firms to improve last-mile internet capacity, moves that increase the potential for fully connected e-learning in schools across the state. Progress reports from the state indicate broad completion of trunk-fibre works and ongoing activation.

4. Management and monitoring systems

The program implements data systems (education management dashboards and Basic Education Management Information System components) that make lesson delivery, attendance, and some learning outcomes visible to supervisors, thus integrating e-learning resource availability with administrative oversight.

5. Training and human capacity

EdoBEST couples devices and content with teacher professional development (coaching, scripted pedagogy training, and digital-skills modules), creating not only physical availability of resources but also many teachers who are trained to use them. World Bank and program reports highlight training as a central component of rollout.

Advantages of the Current Availability

1. Immediate access to curriculum-aligned, high-quality instructional content

Providing teacher tablets preloaded with daily lesson scripts and multimedia reduces lesson preparation load and ensures that teachers, regardless of individual prior experience can deliver curriculum-aligned, pedagogically coherent lessons. This standardization raises the baseline quality of instruction across participating schools.

2. Continuity of learning during school closures and disruptions

EdoBEST@Home and low-bandwidth channels (e.g., WhatsApp virtual classes, audio lessons) have allowed learning to continue during school closures, holidays, or localized disruptions. This continuity protects instructional time and helps prevent learning loss—an advantage particularly valuable during crises such as pandemic-related lockdowns.

3. Data-driven management and improved accountability

The integration of teacher devices with monitoring dashboards (attendance stamps, lesson completion tracking) enables real-time supervision and targeted support. This increases accountability (teachers are tracked for attendance and lesson delivery) and gives administrators actionable data to allocate resources or coaching where they are most needed.

4. Scalable teacher professional development and pedagogical coherence

Coupling devices with structured training (coaching, scripted pedagogy) lets the state scale an identical set of pedagogical practices across many classrooms. This design shortens the time between training and classroom implementation and makes follow-up support (coaching cycles, data feedback) easier to operationalize at scale.

5. Improved equity within participating cohorts

Where EdoBEST is fully implemented, the uniform provision of teacher tablets and lesson content reduces intra-school variation caused by teacher preparation differences. In other words, students in participating public schools receive a more consistent learning experience than they otherwise might, which helps equalize instructional inputs across classrooms within the program's reach.

6. Foundation for richer, connected learning (medium-term potential)

The fibre-optic rollout and partnerships to expand connectivity create the infrastructure needed for richer online resources, synchronous lessons, and broader access to internet-hosted content (digital libraries, interactive apps). As last-mile connections and school activation improve, the availability gains already made (teacher devices, content) can be amplified into fully connected e-learning environments.

7. Flexibility for differentiated and blended instruction

With teacher tablets and a repository of digital activities, teachers can more easily mix direct instruction with multimedia inputs, formative digital assessments, and homework delivered via low-bandwidth channels, enabling differentiated pacing and more varied learning modes that support different learner needs (including remedial support and enrichment).

Limitations of Availability of E-Learning Resources

Despite the improvements brought by the EdoBEST programme in increasing access to e-learning resources such as teacher tablets, digital content, and monitoring tools, several limitations still affect their effective use in schools (World Bank, 2024; EdoBEST, 2024).

- 1. Infrastructure Challenges:** Unreliable electricity supply and poor internet connectivity, especially in rural areas, hinder effective implementation. Although offline options exist, they cannot fully support interactive features like video lessons and live communication needed for effective English language teaching.
- 2. Limited Student Access to Devices:** Most resources are teacher-centered, limiting students' opportunities for independent and interactive learning. Maintenance issues such as damaged devices, battery failure, and lack of repair systems also reduce availability.

3. **Uneven Coverage:** The programme is more developed in primary and junior secondary schools, with gaps still existing at the senior secondary level and in remote areas, leading to inequality in access.
4. **Teacher Capacity and Pedagogical Skills:** Some teachers lack the confidence or adequate training to effectively integrate e-learning tools, often relying mainly on scripted lessons rather than interactive teaching methods.
5. **Technical Support and Maintenance Issues:** Inadequate technical support systems make it difficult to maintain devices and ensure continuous usability of available resources.
6. **Content Relevance and Localization:** Centrally developed digital materials may not fully address students' diverse linguistic backgrounds and learning needs, especially in English language instruction.
7. **Funding and Sustainability Issues:** Limited funding and dependence on government or external support can affect the long-term availability and maintenance of e-learning resources.
8. **Monitoring and Evaluation Gaps:** Existing monitoring systems do not always capture the actual classroom use or effectiveness of e-learning resources, making it difficult to assess real impact.

In addition, The World Bank’s implementation reports document widespread rollout and many positive indicators for EdoBEST, but also note programmatic actions to mitigate connectivity and implementation risks, implying infrastructure and sustainability challenges remain material. (World Bank, 2024). EdoBEST@Home provides an important offline and low-bandwidth channel for continuity, but independent reviews show variable home access and reach (Munoz-Najar, OECD, 2020). Local critiques of EdoBEST 2.0 note that in some secondary contexts devices and “new media gadgets” publicized by government have not been practically accessible to many teachers and students, suggesting gaps between policy announcements and on-the-ground availability (Asika, 2025). Broader Nigerian studies of e-learning report recurring national barriers, unreliable power, limited bandwidth, lack of devices, and insufficient institutional support that also apply to Edo State (studies on Nigerian e-learning challenges, 2024).

The English Teacher and E-Learning Resources

In every educational system, the teacher occupies a central position as the chief facilitator of learning, the interpreter of curriculum goals, and the mediator between policy initiatives and classroom realities. This is particularly true in the teaching of the English language, which demands a balance between subject expertise, pedagogical creativity, and the ability to create rich communicative

environments. The English teacher is therefore not only a transmitter of knowledge but also a designer of learning experiences, a motivator, and an innovator who adapts available resources to meet the linguistic and communicative needs of learners (Yusuf & Afolabi, 2019).

The growing adoption of e-learning resources ranging from multimedia instructional content and digital lesson scripts to mobile learning platforms and interactive software, has further highlighted the indispensable role of the English teacher. While policymakers and education technology providers may create the infrastructure, the effective utilization of these resources ultimately depends on the teacher's willingness, competence, and creativity. Without the teacher's active involvement, e-learning resources risk remaining underutilized or misapplied, failing to translate into improved student outcomes (Aduwa-Ogiegbaen & Iyamu, 2005).

For English language instruction in particular, the teacher's role is even more critical. Mastery of English requires systematic exposure to listening, speaking, reading, and writing practices. E-learning resources such as video lectures, audio pronunciation guides, interactive grammar quizzes, and online discussion forums provide opportunities for students to engage in authentic language use. However, it is the teacher who decides when, how, and to what

extent these resources are integrated into lessons, ensuring they align with curriculum objectives and student learning levels (Kumar, 2021).

Moreover, the English teacher acts as both a user and a guide. On one hand, teachers themselves employ digital tools to prepare, present, and assess lessons. On the other, they mentor students in navigating digital platforms, critically engaging with online English content, and developing the digital literacy required for independent learning. In this way, the English teacher becomes a bridge between technology and pedagogy, blending traditional classroom methods with innovative e-learning practices (Ogunlade & Balogun, 2020).

The Role of the English Teacher in the Utilization of E-Learning Resources

In contemporary education, particularly in the teaching of English language, the teacher remains the pivotal figure in the instructional process. Even with the growing presence of e-learning resources such as digital lesson plans, interactive applications, audio-visual materials, and online platforms, these tools are inert without the teacher's initiative, creativity, and pedagogical direction. The English teacher is not a passive consumer of technological innovations but the active agent who interprets, contextualizes, and integrates these resources into meaningful classroom experiences (Yusuf & Afolabi, 2019). In the Nigerian context, where infrastructural challenges often limit technology-driven learning, the English

teacher's role becomes even more critical, serving as the bridge between policy-driven availability of e-learning resources and their practical classroom utilization.

1. Interpreter of Curriculum and Mediator of Technology

The English teacher is responsible for aligning e-learning resources with curriculum objectives. For example, a digital lesson script on comprehension passages is only effective when the teacher identifies the key skills such as skimming, scanning, or inferencing and guides students to practice them. Without this interpretive role, e-resources may remain disconnected from curriculum expectations (Kumar, 2021).

2. Facilitator of Interactive Language Learning

Language learning thrives on practice. E-learning resources provide multimedia input such as videos, podcasts, and pronunciation guides, but it is the teacher who creates structured opportunities for students to interact with these materials. For instance, in teaching listening skills, the teacher decides how many times an audio file should be played, designs follow-up questions, and facilitates peer discussions to reinforce comprehension. Thus, the teacher transforms digital content into active learning experiences.

3. Digital Literacy Coach and Guide

Many learners, especially in secondary schools, may lack the skills to navigate e-learning platforms independently. The English teacher therefore assumes the role of a digital literacy coach, demonstrating how to access online exercises, download audio materials, submit assignments on platforms like WhatsApp or Google Classroom, and critically evaluate internet-based information. In doing so, the teacher empowers students to become self-directed learners beyond the classroom (Ogunlade & Balogun, 2020).

4. Assessor and Feedback Provider

E-learning platforms often include built-in quizzes, online tests, and progress tracking. However, these raw scores must be interpreted. The English teacher provides personalized feedback, clarifies misconceptions, and tailors remedial tasks to learner needs. For example, if a digital quiz reveals weaknesses in verb tense usage, the teacher can design targeted exercises using both traditional methods and e-resources.

5. Innovator and Adapter of Resources

No two classrooms are alike. The English teacher often faces limitations such as inadequate devices, intermittent power, or mixed-ability classes. In such situations, teachers must innovate, adapting digital content for group work, projecting materials for whole-class interaction, or downloading resources for

offline use. Their creativity ensures that e-learning tools are not abandoned due to infrastructural challenges but are contextualized for the realities of their teaching environment (Aduwa-Ogiegbaen & Iyamu, 2005).

6. Motivator and Change Agent

The English teacher also shapes learners' attitudes toward e-learning. By modeling enthusiasm, demonstrating usefulness, and encouraging consistent use, the teacher motivates students to embrace digital learning. Teachers who resist technology often transmit negative attitudes that discourage learners, while motivated teachers inspire curiosity and active participation (Yusuf & Afolabi, 2019). Thus, teachers are change agents who determine whether innovation succeeds or fails.

7. Collaborator and Lifelong Learner

Finally, English teachers themselves must continually learn. By collaborating with colleagues, participating in professional development workshops, and engaging with online teaching communities, teachers update their digital pedagogy skills. This ongoing learning ensures they remain competent in exploiting new e-learning tools and can mentor others in their schools.

Challenges of E-Learning Utilization in English Language Teaching

Despite the availability of e-learning resources in many schools, their effective utilization in teaching English language remains limited due to several challenges (World Bank, 2024; Edo SUBEB, 2023).

1. **Infrastructure Constraints:** Poor electricity supply and unreliable internet connectivity limit the use of interactive tools such as audio, video, and online communication essential for language learning (World Bank, 2024).
2. **Limited Student Access to Devices:** Most e-learning tools are teacher-centered, reducing students' opportunities for independent and interactive learning (Akanbi, 2020; Adavbiele, 2017).
3. **Inadequate Teacher Training:** Many teachers lack sufficient digital skills and pedagogical knowledge to effectively integrate e-learning into English language teaching (Obododike, 2020; World Bank, 2024).
4. **Technical and Maintenance Issues:** Lack of technical support, device breakdown, and poor maintenance systems reduce the usability of available resources (Adavbiele, 2017).
5. **Content and Localization Problems:** Digital materials may not fully reflect students' linguistic backgrounds or classroom realities, reducing their effectiveness (Akanbi, 2020).

6. **Monitoring and Assessment Gaps:** Existing systems focus more on usage tracking than on actual learning outcomes, especially in language skills development (Munoz-Najar, 2020).
7. **Funding and Sustainability Challenges:** Insufficient funding and policy inconsistencies affect the long-term use and maintenance of e-learning resources (Obododike, 2020).
8. **Socioeconomic Barriers:** Limited access to devices and internet at home restricts students' ability to practice English outside the classroom (Munoz-Najar, 2020).
9. **Teacher Attitudes and Workload:** Some teachers perceive e-learning as stressful or time-consuming, leading to low adoption in classroom practice (Eze, 2018).

The World Bank's implementation reporting on EdoBEST documents substantial rollout achievements (high numbers of trained teachers and teacher tablet usage in participating schools) but also notes partial access to remote platforms (e.g., about 56.5% school access evidence during earlier rollout phases, and thousands of virtual classes conducted via WhatsApp), indicating both progress and incomplete coverage (World Bank, 2023/2024). Regional empirical studies in Nigeria (Adavbiele, 2017; Akanbi, 2020; Obododike, 2020) consistently identify inadequate electricity, limited device availability, low teacher ICT competence, weak technical support, and funding sustainability as central barriers to e-learning

utilization, constraints that are visible in Edo's local rollout and relevant to English teaching. Evaluations and program documentation emphasize that teacher training plus device distribution improves access but is not sufficient without sustained coaching, maintenance systems, and connectivity investments to support interactive English pedagogy (World Bank, 2024; Munoz-Najar, 2020).

Summary of Reviewed Literature

The review of literature has provided insight into the availability and utilization of e-learning resources in the teaching of English language, with specific focus on Edo State, Nigeria. The conceptual discussions clarified that e-learning resources encompass a wide range of digital tools, including teacher tablets, multimedia applications, learning management systems, and online platforms designed to support interactive teaching and learning. The integration of such resources into language instruction has been widely acknowledged to enhance learner engagement, provide authentic practice opportunities, and strengthen listening, speaking, reading, and writing competencies when properly utilized (Kumar, 2021; Yusuf & Afolabi, 2019).

The theoretical frameworks explored, particularly constructivist and socio-cultural theories, emphasize that learning is most effective when learners actively interact with content, peers, and teachers. These frameworks justify the centrality

of the English teacher in facilitating meaningful utilization of e-learning tools. Teachers act not only as mediators of content but also as digital literacy coaches, motivators, and innovators who adapt technological resources to diverse classroom realities (Ogunlade & Balogun, 2020; Aduwa-Ogiegbaen & Iyamu, 2005). Thus, while infrastructure and policies create enabling environments, it is teacher competence and commitment that largely determine outcomes.

Empirical evidence reviewed indicates a mixed picture in Edo State and Nigeria at large. On one hand, initiatives such as EdoBEST have increased the availability of e-learning resources, with widespread teacher tablet distribution, digital lesson scripts, and platforms like (World Bank, 2024; Edo SUBEB, 2023). These initiatives have standardized lesson delivery, supported remote learning, and fostered early adoption of technology-enhanced pedagogy. On the other hand, utilization remains hindered by persistent challenges including unreliable electricity, uneven internet access, low device-to-student ratios, inadequate teacher training, poor maintenance structures, and socioeconomic barriers that restrict learners' access outside school (Adavbiele, 2017; Akanbi, 2020; Obododike, 2020).

The advantages of e-learning resources are well-documented. They enrich lesson delivery, foster interactive learning, provide multimedia exposure to

English, and allow for flexible, student-centred instruction. However, their limitations ranging from infrastructural inadequacies to contextual misalignment of content undermine their full potential. The evidence suggests that while availability is improving in Edo State, utilization is uneven and often shallow, being restricted to teacher-led demonstrations rather than learner-driven, interactive practices that best support language acquisition.

Across the reviewed studies, several gaps have been identified. First, while much research has addressed ICT integration in Nigerian education broadly, relatively few studies have focused specifically on English language teaching in Edo State. Second, empirical findings have highlighted general challenges such as power supply and teacher training, but there is limited research on how teachers adaptively use available e-learning resources to teach the four English language skills. Finally, existing evaluation metrics often measure access or delivery rather than actual learning outcomes in English, leaving uncertainties about the real impact of e-learning on proficiency levels.

In summary, the literature affirms that e-learning resources have transformative potential for English teaching in Edo State but also demonstrates that infrastructural, pedagogical, and socioeconomic challenges impede optimal utilization. It is therefore within this context that the present study investigates the

availability and utilization of e-learning resources in selected secondary schools in Egor Local Government Area, Edo State, aiming to provide evidence-based insights that can guide policy, teacher training, and resource deployment.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the procedures and methods the researcher adopted in carrying out this study. This is done under the following subheadings:

- Research Design
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The design adopted for this study was a Descriptive Survey Research Design. Its purpose is to investigate “Availability and Utilization of E-Learning Resources in Teaching English Language in Secondary School in Egor local government Area, Edo state”. The selection of this design is based on the premise that it examines a subset of individuals or items to draw conclusions about the entire group through data collection and analysis.

Population of the Study

The population of this study comprises all English language teachers in public secondary schools in Egor Local Government Area of Edo State. There are approximately 14 public secondary schools in Egor local government Area according to the data from the Edo State Ministry of Education

Sample and Sampling Technique

The sample size of Twenty (25) teachers were randomly selected from public secondary schools in Egor LGA, Benin City, Edo State. The sampling technique for this study was the simple random sampling technique. The purposive sampling was utilised to select only teachers who are presently teaching English Language, while simple random sampling was used to select schools to avoid bias because every member of the population had an equal opportunity to be selected. These samples were drawn from 7 randomly selected public secondary schools across Egor LGA to ensure wide representation.

Research Instruments

A key research instrument employed to gather information from the respondents was a structured questionnaire. The questionnaire comprised two sections (Section A and Section B). Section A of the instrument was crafted to gather personal information from the respondents. Section B comprises twenty(20)

items related to the research topic, directly derived from the research questions and with four Likert scale responses of Strongly Agree, Agree, Disagree and Strongly Disagree.

Validity of the Instrument

In validating the research instrument, a draft copy of the questionnaire was given to the project supervisor and two other lecturers from the department of Educational Foundation who confirmed that it was valid, based on face and content validity.

Reliability of the Instrument

To guarantee the internal consistency of the research tool, the Cronbach Alpha reliability method was utilised. Copies of the questionnaire were distributed to respondents who formed part of the study sample.

This is done to confirm that the instrument is impartial and genuinely includes components intended for the population sample to which it was administered.

After administration, a reliability test was carried out on the research instrument in order to ascertain the degree to which the instrument yields consistent results. The Cronbach's Alpha was utilized to measure the consistency

as it calculates all the variables of the test. A coefficient of .985 was obtained, indicating the instrument was reliable and consistent.

Method of Data Collection

The study utilised a questionnaire as its primary instrument, which the researcher personally administered to the selected schools and respondent. The questionnaires were distributed and subsequently collected after being filled out by the respondents.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter presents the result obtained from the analysis of data for answering the research questions formulated for the study through questionnaire. The data are presented in tables and are arranged according to research questions.

Presentation of Result

Research Question 1: What e-learning resources are available for teaching English language?

Table 1: Descriptive analysis on e-learning resources availability for teaching English Language

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	My school has an adequate number of computers for teaching English language.	25	2.23	0.97	Disagree
2	There is reliable internet access available for teaching and learning English.	25	2.39	0.78	Disagree
3	Educational software and applications are available in my school for English instruction.	25	2.14	1.20	Disagree
4.	Projectors and multimedia devices are provided for English language teaching.	25	2.79	0.92	Agree
5.	The available e-learning resources in my school are sufficient for English instruction.	25	2.54	0.94	Agree
	Grand Mean	25	2.42		Disagree

Table 1 presents the mean responses on the availability of e-learning resources for teaching English language, with a grand mean of 2.42 (Disagree).

The analysis indicates that most respondents disagreed that adequate computers (mean = 2.23), reliable internet access (mean = 2.39), and educational software (mean = 2.14) are available in the school. These results suggest that essential technological resources for effective e-learning are still limited. However, some respondents agreed that projectors and multimedia devices are provided (mean = 2.79) and that the available e-learning resources are somewhat sufficient for English instruction (mean = 2.54). This implies that although some technological tools exist in the school, the overall availability of e-learning resources remains inadequate for effective teaching and learning of English language.

Research Question 2: To what extent do English language teachers utilize the available e-learning resources?

Table 2: Descriptive analysis on utilization of e-learning resources

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	I regularly use computers to prepare and deliver English language lessons.	25	3.12	.87	Agree
2	I frequently integrate internet resources (websites, e-books, online platforms) into my English teaching.	25	2.29	.64	Disagree
3	I make use of projectors and multimedia tools in my classroom teaching.	25	2.81	.91	Agree
4.	I use educational software in teaching English language.	25	2.95	.57	Agree
5	I effectively apply the available e-learning resources to improve students' learning.	25	2.15	.74	Disagree
	Grand Mean	25	2.66		Agree

Table 2 presents the mean responses on the extent to which English language teachers utilize available e-learning resources, with a grand mean of 2.66 (Agree). The analysis shows that respondents agreed that they regularly use computers to prepare and deliver lessons (mean = 3.12), make use of projectors and multimedia tools in classroom teaching (mean = 2.81), and use educational software in teaching English language (mean = 2.95). However, some respondents disagreed that they frequently integrate internet resources such as websites and online platforms into their teaching (mean = 2.29) and that available e-learning resources are effectively applied to improve students' learning (mean = 2.15). This suggests that while some technological tools are utilized in teaching, the integration of internet-based resources and effective application of e-learning tools remain limited.

Research Question 3: What factors influence the availability of e-learning resources?

Table 3: Descriptive analysis on factors influencing availability of e-learning resources

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	Adequate funding is provided in my school for the purchase of e-learning resources.	25	2.41	.87	Disagree
2	My school has the infrastructure needed to support e-learning (electricity, ICT facilities, etc.).	25	3.29	.64	Agree
3	The school policy supports the provision of e-learning resources for teaching English.	25	2.41	.91	Disagree
4.	The school administration encourages and supports the acquisition of e-learning facilities.	25	2.81	.57	Agree
5.	External stakeholders (government or NGOs) contribute to the provision of e-learning resources.	25	2.14	0.74	Disagree
	Grand Mean	25	2.61		Agree

Table 3 presents the mean responses on factors influencing the availability of e-learning resources, with a grand mean of 2.61 (Agree). The analysis shows that while some respondents agree on the existence of supporting factors, others identified significant barriers such as inadequate funding for the purchase of e-learning resources (mean = 2.41) and limited contribution from external stakeholders such as government or NGOs (mean = 2.14). In addition, the lack of strong school policy support (mean = 2.41) was also identified as a challenge. However, some items (means = 3.29 and 2.81) indicate that the school has some infrastructure needed to support e-learning and that the school administration

encourages the acquisition of e-learning facilities. This suggests that although certain institutional supports exist, financial and policy limitations still affect the availability of e-learning resources.

Research Question 4: What factors influence English teachers’ utilization of e-learning resources?

Table 4: Descriptive analysis on factors influencing utilization of e-learning resources

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1	I have received adequate training on how to use e-learning resources in teaching English.	25	3.61	.87	Agree
2	I have the technical skills required to operate e-learning tools effectively.	25	3.17	.64	Agree
3	I have a positive attitude towards using e-learning resources in teaching English.	25	2.11	.91	Disagree
4.	E-learning resources are useful and beneficial to the teaching of English language.	25	2.15	.57	Disagree
	Challenges such as irregular power supply limit my use of e-learning resources.	25	2.15	.84	Disagree
	Grand Mean	25	2.64		Agree

Table 4 presents the mean responses on factors influencing teachers’ utilization of e-learning resources, with a grand mean of 2.64 (Agree). The analysis shows that respondents agreed that they have received adequate training on the use of e-learning resources (mean = 3.61) and possess the technical skills required to operate e-learning tools effectively (mean = 3.17). However, some respondents disagreed that they have a positive attitude towards using e-learning

resources in teaching English (mean = 2.11) and that such resources are useful and beneficial to teaching English language (mean = 2.15). In addition, challenges such as irregular power supply (mean = 2.15) were also identified as factors affecting the effective use of e-learning resources. This indicates that although teachers have the necessary training and skills, certain perceptions and infrastructural challenges may still limit the effective utilization of e-learning tools.

Discussion of Findings

The findings of this study revealed that the availability of e-learning resources for teaching English language in secondary schools is relatively limited. The results showed that computers, reliable internet access, and educational software are not sufficiently available in the school. This implies that although technology has become an important tool in modern education, many secondary schools still face infrastructural challenges that hinder the effective integration of digital learning resources into classroom teaching. The limited availability of technological resources may restrict teachers from fully implementing modern teaching strategies that promote interactive and student-centered learning. This finding is consistent with the study of Aduwa-Ogiegbaen and Iyamu (2005) who reported that most Nigerian secondary schools lack adequate ICT facilities required for effective teaching and learning. Similarly, Yusuf (2005) observed that

poor ICT infrastructure, limited internet connectivity, and inadequate technological support remain major obstacles to the successful implementation of e-learning in Nigerian schools. The implication of this finding is that without sufficient access to technological resources, teachers may find it difficult to integrate digital learning tools that can enhance students' understanding and engagement in English language lessons.

The findings also revealed that teachers moderately utilize the available e-learning resources in the teaching of English language. The results indicated that teachers make use of computers, projectors, and multimedia devices when preparing and delivering lessons. However, the integration of internet-based resources such as online platforms, educational websites, and digital learning materials was found to be relatively low. This suggests that while teachers may be familiar with certain technological tools, they may not fully utilize the wide range of digital resources available for improving teaching and learning. This finding supports the observation of Hennessy, Harrison, and Wamakote (2010) who noted that although many teachers recognize the importance of ICT in education, the actual use of technology in classrooms remains limited due to challenges such as inadequate access, lack of training, and insufficient institutional support. Furthermore, Ertmer and Ottenbreit-Leftwich (2010) emphasized that effective

integration of technology in teaching requires not only the availability of resources but also the willingness and ability of teachers to adopt innovative teaching approaches. Therefore, the moderate utilization of e-learning resources observed in this study may be attributed to both infrastructural and professional challenges faced by teachers.

In addition, the findings of the study identified several factors that influence the availability of e-learning resources in secondary schools. The results indicated that inadequate funding, lack of strong policy support, and limited contributions from external stakeholders such as government agencies and non-governmental organizations significantly affect the availability of technological resources in schools. This suggests that financial and institutional support play a critical role in the provision of ICT facilities required for effective e-learning. However, the study also found that the presence of basic infrastructure and support from school administration can contribute positively to the acquisition and provision of e-learning resources. This finding aligns with the work of Pelgrum (2001) who identified lack of funding, insufficient infrastructure, and weak educational policies as major barriers to ICT integration in schools worldwide. Similarly, Bingimlas (2009) noted that government support, institutional commitment, and availability of resources are essential factors that influence the successful adoption

of ICT in education. Therefore, improving funding and strengthening institutional policies could significantly enhance the availability of e-learning resources in secondary schools.

Furthermore, the study revealed that teachers' utilization of e-learning resources is influenced by several factors including training, technical skills, attitude, and infrastructural challenges. The results showed that many teachers have received some level of training and possess the technical skills required to operate e-learning tools. However, certain factors such as negative perceptions about technology, limited awareness of the benefits of e-learning, and infrastructural challenges like irregular power supply still affect the effective utilization of these resources. This finding is consistent with Bingimlas (2009) who identified teachers' attitudes, competence, and access to technology as key determinants of ICT integration in teaching. Similarly, Ertmer and Ottenbreit-Leftwich (2010) explained that teachers' beliefs and perceptions about technology significantly influence their willingness to adopt digital tools in classroom instruction. The presence of infrastructural challenges such as unstable electricity supply may also discourage teachers from consistently using e-learning tools during lessons.

Overall, the findings of this study highlight the need for improved technological infrastructure, increased funding, and continuous professional development for teachers in order to enhance the availability and effective utilization of e-learning resources in secondary schools. Providing adequate ICT facilities, reliable internet access, and continuous training opportunities for teachers can significantly improve the integration of e-learning in English language teaching. This will not only enhance teaching effectiveness but also promote students' engagement, critical thinking, and digital literacy skills, which are essential for learning in the modern educational environment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter consists of the research conclusion, summary of the major findings, recommendations and suggestions for further studies.

Summary

The study was undertaken to examine the availability and utilization of e-learning resources in teaching English language in secondary schools, using Egor Secondary School as the case study.

The research design adopted for this study was a descriptive survey research design. The population of the study consisted of selected teachers and students in Egor Secondary School. From the population of the study, twenty-five (25) respondents were selected using simple random sampling technique. In order to achieve the objectives of this research, a structured questionnaire was employed as the instrument for data collection.

The questionnaire consisted of items structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Data collected from the respondents were analyzed using mean and standard deviation, while a benchmark mean of 2.50 was used to determine acceptance or

rejection of items. To attain the purpose of the study, the researcher answered the following research questions:

1. What e-learning resources are available for teaching English language in secondary schools?
2. To what extent do English language teachers utilize the available e-learning resources?
3. What factors influence the availability of e-learning resources in secondary schools?
4. What factors influence English language teachers' utilization of e-learning resources?

A literature review was conducted in view of the subject matter of the study and the validity of the instrument was determined by the researcher's supervisor and two other lecturers from the Department of Educational Foundations. The reliability of the instrument was determined using a pilot test and Cronbach Alpha, which yielded a reliability coefficient considered adequate for the study.

The findings of the study revealed that:

- E-learning resources such as computers, internet facilities and educational software are not sufficiently available in the school.

- Teachers moderately utilize available e-learning resources such as computers and multimedia devices in teaching English language.
- Factors such as inadequate funding, weak institutional policies and limited support from external stakeholders influence the availability of e-learning resources in secondary schools.
- Teachers' training, technical skills, attitudes and infrastructural challenges such as irregular power supply influence the utilization of e-learning resources in teaching English language.

Conclusion

Based on the findings of the study, it was concluded that the integration of e-learning resources in the teaching of English language in secondary schools is still at a moderate level due to several limitations. Although some e-learning facilities exist within the school, their availability is not sufficient to support effective technology-based instruction.

The study further revealed that while teachers demonstrate some level of competence and willingness to use technological tools in teaching, challenges such as inadequate ICT facilities, insufficient funding, lack of strong policy support and infrastructural problems continue to hinder the effective utilization of e-learning resources.

Therefore, the successful integration of e-learning resources in English language teaching requires improved technological infrastructure, institutional support, and continuous training for teachers.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government and educational authorities should provide adequate ICT facilities such as computers, internet access, multimedia projectors and educational software in secondary schools.
2. The government should provide adequate funding to schools for the acquisition and maintenance of e-learning resources.
3. Teachers should be given regular training and professional development programs to improve their competence in the use of e-learning tools for teaching English language.
4. School management should encourage teachers to integrate e-learning resources into classroom teaching in order to enhance students' learning and engagement.
5. Government should improve electricity supply and ICT infrastructure to support effective implementation of e-learning in schools.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

Dear Respondent,

The researcher is a final year student in the above department, who is currently conducting a research study for her project. Your answer to the questions will be helpful and the information provided will be treated confidential and used only for research purposes.

Thank you in anticipation for your assistance.

Your's Faithfully,

BUKOLA ESTHER AKINYEMI

**AVAILABILITY AND UTILIZATION OF E-LEARNING RESOURCES IN
TEACHING ENGLISH LANGUAGE IN SECONDARY SCHOOL IN EDO
LOCAL GOVERNMENT AREA OF EDO STATE**

Section A: Demographic Data

Gender: Male () Female ()

Occupation: Teacher () Student ()

Section B: General Information

Please tick (✓) the appropriate option for each of the question as an indication of your choice using four likert scales

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
RQ1	What e-learning resources are available for teaching English language?				
1.	My school has an adequate number of computers for teaching English language.				
2.	There is reliable internet access available for teaching and learning English.				
3.	Educational software and applications are available in my school for English instruction.				
4.	Projectors and multimedia devices are provided for English language teaching.				
5.	The available e-learning resources in my school are sufficient for English instruction.				

RQ2	To what extent do English language teachers utilize the available e-learning resources?	SA	A	D	SD
6.	I regularly use computers to prepare and deliver English language lessons.				
7.	I frequently integrate internet resources (websites, e-books, online platforms) into my English teaching.				
8.	I make use of projectors and multimedia tools in my classroom teaching.				
9.	I use educational software in teaching English language.				
10.	I effectively apply the available e-learning resources to improve students' learning.				
RQ3	What factors influence the availability of e-learning resources?	SA	A	D	SD
11.	Adequate funding is provided in my school for the purchase of e-learning resources.				
12.	My school has the infrastructure needed to support e-learning (electricity, ICT facilities, etc.).				
13.	The school policy supports the provision of e-learning resources for teaching English.				
14.	The school administration encourages and supports the acquisition of e-learning facilities.				
15.	External stakeholders (government or NGOs) contribute to the provision of e-learning resources.				

RQ4	What factors influence English teachers' utilization of e-learning resources?	SA	A	D	SD
16.	I have received adequate training on how to use e-learning resources in teaching English.				
17.	I have the technical skills required to operate e-learning tools effectively.				
18.	I have a positive attitude towards using e-learning resources in teaching English.				
19.	E-learning resources are useful and beneficial to the teaching of English language.				
20.	Challenges such as irregular power supply limit my use of e-learning resources.				

RELIABILITY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	83.3
	Excluded	4	16.7
	Total	24	100.0

- a. List deletion based on all variables in the procedure.

Reliability Statistics

Cronbach Alpha	N of Items
.717	20