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'University lecturers' readiness and motivation in utilising online technologies for instructional delivery in Kwara State, Nigeria

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Abstract

This study examined university lecturers' readiness and motivation towards utilising online technologies for instructional delivery in Kwara State, Nigeria. The study adopted a survey research design. A total of 254 lecturers from three universities within Kwara State, Nigeria represent the sample for the study. Four research questions were raised to guide the study. The results reveal that lecturers do access to online technologies; however, at a relatively low extent. There is no difference between male and female lecturers' readiness to use online technologies for instructional delivery. Based on the findings, it was concluded that university lecturers in Kwara State were relatively ready and highly motivated to utilise online technologies for instructional delivery. The implication of the study is that online technologies could be easily integrated into education with ease. It was recommended that lecturers should develop more interest in online technologies and find more ways to incorporate online technologies into teaching and learning.

Keywords: Online technologies, utilisation, readiness, motivation, instructional delivery, lecturers, Nigeria.

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1. Introduction

The use of information and communication technology (ICT) to enhance learning and improve on students' capacities is an ongoing educational pursuit by educators, especially since the turn of the twenty-first century. ICTs represent a broad range of linked technologies defined by their functional usage in accessing information and communication support. Several research studies have been embarked on to discover the potency of ICT for instructional delivery and reception using various modes such as PowerPoint, radio, television, Internet, virtual learning environments, video conferencing among others and the results have shown a positive effectiveness of technology usage for educational purposes given their capability to enhance learning in various subject areas (Armellini & Aiyegbayo, 2010; Onasanya, Ayelaagbe & Laleye, 2012).

ICT use in the classroom changes the way learning occurs, students are no more confined by the physical blocks of the classroom, and rather, they have increasing opportunities to explore the vast volumes of available information (Raman, 2011). Omar et al. (2012) explained that the mode of learning among students in the digital age is quite different compared with the past generations of students. The digital age learners are active experiential learners, proficient in multitasking and dependent on communications technologies to access information and to interact with others. The researcher observes that this trend is made possible by the unprecedented growth of ICTs such as mobile computers, phones, digital cameras, social networks, online games, live-streams, cable TV and stronger Internet wireless connections which have resulted in ease of access of a bulk of knowledge and as well enhanced digital communication across the world.

Tijani (2009) submits that the usage of ICT for instructional purposes enhances students' learning more in less time, without time and space constraints and no observable reduction in the quality of instruction being received. By implication, technology serves as the platform that equips students to organise their learning process. Omar et al. (2012), however, explain that given the educational needs of the twenty-first century child vis-à-vis the pervasion of ICT devices across the globe, it is expected of educators to be more adept in instructional design while technologies selected to aid instruction or enable its delivery should be appropriate and purposeful to cater for the learning needs of the learners within and outside the classroom. Educators must also develop the right attitudes to using technologies while guiding the students in acquiring meta-cognitive knowledge and higher-order thinking.

Learning, however, is connected to stimulus and response. Learners receive most information through the senses, mainly sight and hearing (Onasanya & Adegbija, 2007). Omar et al. (2012) propose that there is a positive association between the use of technology and learning attainment; hence, education should be tailored to meet the learning needs of the learners by modifying the paradigms of learning to enable the use of technology in consistence with how students learn, interact with the world around and understand the societal expectations demanded from the education of the learners vis-à-vis behavioural patterns and aspirations attainment.

In the Nigerian educational system, the Internet is instrumental to the increase in access to and improving the relevance and quality of education. It helps facilitates the acquisition and absorption of knowledge as well as offers diverse opportunities to the achievement of the educational curriculum (Agbetuyi & Oluwatayo, 2012). Ajayi and Ekundayo (2009) stated that that Internet platforms and technologies among other forms of ICT are the various forms of technologies used to facilitate learning in Nigeria schools; however, factors such as conservatism, poor Internet infrastructure and manpower and support (Agbetuyi & Oluwatayo, 2012; Kwache, 2007; Oyebanji, 2003), epileptic power supply (Agbetuyi & Oluwatayo, 2012; Yusuf, 2005) and high cost of Internet facilities are prominent among factors hindering university lecturers' readiness to use the Internet and its inherent technologies for instructional purposes (Agbetuyi & Oluwatayo, 2012; Tella, Tella, Toyobo, Adika & Adeyinka, 2007).

Online technologies, however, are various Internet resources, services, facilities, platforms, open educational resources, e-library resources, virtual resources, social networks among others that are

found on the global networks of computers. The word 'online' denotes a connection via a computer system to another computer system, digital devices or computer networks. Online technologies are the modern tools for effective education management, administration and instructional delivery, especially in higher institutions of learning (Chika, 2012; Tsokura & Agwu, 2013). Social media such as Facebook and Twitter are online platforms useful for connecting people as well as conveying of ideas and information. Streaming technologies are suitable for pushing video and audio contents to connect end users, while virtual learning environments help bridge the distance between the institution, course contents, tutors and the learners (Biello, 2009; Kaplan & Haenlein, 2010).

Instructional delivery refers to ways, strategies and particular methods a teacher adopts to get the message across to the students in given classroom settings. These instructional strategies depend on a number of factors such as the developmental level of the students, goals, intentions and behavioural objectives of the teacher, course content and environmental conditions such as allotted time, tutor's classroom readiness, physical settings, noise and institutional resources. In delivering instruction, the teacher engages an array of instructional strategies and teaching methods to support students' engagement in classroom activities as well as to inform, communicate, instruct and interact with the students over the course content (Petrina, 2007).

Readiness is the state of being prepared for or willing to engage in a particular activity. Fisseha (2011) affirms factors such as attitude, motivation, computer anxiety and computer self-efficacy as factors affecting teachers' readiness to use computers during classroom sessions. The importance of teachers to the use of technology in the classroom cannot be overemphasised. The way student relate and interact with Internet technologies is complex and they identify with its values and benefits, nonetheless, they need teachers to guide them while using it for educational purposes. Teachers are the driving factor that enables the deployment of technology to aid the learning process (Eristi, Kurt & Dindar, 2012). Teachers will use technology in teaching when there exist positive attitudes about such usage, both for the effectiveness of the teachers and for the learning outcomes of their students. Teachers' attitudes are major predictors of the use of new technologies in instructional settings and these attitudes towards technology shape not only the teachers' personal experiences but also the experiences of the students being taught (Onasanya & Adegbija, 2007).

To be prepared for the inclusion of the technology in education, teachers need to be sensitised about the implications of its usage in the class and its impact on students learning. Hope (1997) postulated that, in adopting the technology, the most confronting factors are teachers' reactions to the psychological effects of change and their learning to use microcomputer technology, especially for classroom purposes. Hence, successful adoption of technology in the classroom is dependent on the school administrators providing an individualised, differentiated process of training and implementation to the educators (Gray, 2001). The readiness to use Internet is fostered by the development of positive attitudes by the university lecturers towards technology, acquisition of requisite skills and external factors such as the institutional readiness which includes the school's provision of an ICT enabled environment, as well as frequent motivation of staff to engage technology for classroom instruction (Fisseha, 2011).

Motivation is the incentive that enables individuals in engaging in a particular activity usually until the accomplishment of certain set objectives. Motivation is defined in different ways by different authors. Keller (2008) stated that the motivation to learn is promoted when the knowledge to be learned is perceived to be meaningfully related to a learner's goals, especially within a conducive environment.

The influence of gender on classroom utilisation of technology also plays a major role in the selection, development and achievement of instructional objectives. Van Braak (2001) proposed that female students exude lower confidence or knowledgeability than males about using computers. Onasanya, Shehu, Ogunlade and Adefuye (2011) assert that given the low level of utilisation of ICTs for instructional purposes in Nigeria, male teachers are more computer literate and utilise ICTs for instructional purposes than their female counterparts. However, current trends and technological

advancements have seen an uptake of equal parity in male and female use of technological devices. A change gradually being felt even across the education sector.

1.1. Statement of the problem

Over the past decade, several attempts have been made by the Federal Government of Nigeria to integrate information and communication technologies into education, especially with the provision of viable Internet facilities and disbursement of Internet-ready gadgets. However, various research studies have highlighted the little impact these have made on the Nigerian school system given the low level of the utilisation of the provided gadgets and facilities for active teaching and learning purposes. Yusuf (2005) noted the Internet is an essential tool for teaching, learning and research activities in a university setting. Chiemeka (2010) assessed the factors affecting teachers readiness for online instruction in the University of Ibadan and confirmed that manpower skills followed by ease of use, enthusiasm, confidence, perceived usefulness and obsession have significant contributions to the teachers' readiness for online instruction in University of Ibadan. Olasedidun (2014) investigated the perceived usefulness, ease of use, attitude and intention of Colleges of Education lecturers towards the integration of social media in instruction in South-west Nigeria. The data demonstrated that Colleges of Education lecturers had a positive intention towards using social media for instruction. Also, Onasanya, Shehu, Oduwaiye and Shehu (2010) surveyed the attitude of lecturers towards the integration of ICT in tertiary institutions in Kwara State. The findings revealed that many lecturers lacked adequate training and competence in using computers as a tool for effective teaching and research purposes. A study by Egomo, Enyi and Tah (2012) found out that despite the availability of Cyber Cafes, Internet connectivity in schools and laptops, as well as other ICT devices and gadgets, the use of these provided facilities for effective instructional delivery in the surveyed higher institutions in Cross River State is significantly low. However, based on the available literature, most studies known to the researcher were carried out on the integration of social media and ICT tools for teaching and research. The readiness and motivation to utilise the Internet's numerous platforms to facilitate the delivery of instruction by lecturers in Kwara State which would complement government and stakeholders efforts at making these facilities available has not been widely researched into. This research, therefore, examined university lecturers' readiness and motivation to utilise online technologies for instructional delivery in Kwara State, Nigeria.

1.2. Purpose of the study

The general purpose of this study was to examine the lecturers' readiness and motivation in using online technologies for instructional delivery by universities in Kwara State, Nigeria. This research was specifically designed to:

1. Determine the level of lecturers' access to online technologies.
2. Evaluate the extent of university lecturers' readiness to utilise online technologies for instructional purposes.
3. Assess the extent of university lecturers' motivation to utilise online technologies for instructional delivery.
4. Determine the difference between male and female lecturers' readiness to utilise online technologies.

1.3. Research questions

The following research questions were raised to guide the study.

1. What is the level of university lecturers' access to online technologies?
2. How ready are university lecturers' in Kwara State in deploying online technologies for instructional purposes?
3. How motivated are university lecturers to utilise online technologies for instructional purposes?
4. What is the difference between male and female university lecturers' readiness to use online technology in Kwara State for instructional delivery?

2. Literature review

Online technologies are the various technologies resident on the Internet. Components of these technologies could also be retained on computer systems even when they are not networked, examples of this are the Google drives, Podcasts, dropbox among others on which the user can keep files waiting for Internet transfer prior to a connection. The Internet in the twenty-first century is the largest information resource in the world, and as the most rapid means of communication, it provides a free for all environment where every user can locate and create his/her information (UNESCO, 2003). Awais, Bilal, Usman, Waqas and Sehrish (2008) opine that the Internet is one of the greatest recent advancement in the world of information technology and it provides several opportunities for the academia.

The Internet is a useful platform in the dissemination of information— be it textual, sound or video content and also serves as a medium for collaborative interaction between individuals using various technological means which include computers, mobile devices, PDAs among others. Awais et al. (2008) further explain that the Internet is a live constantly developing, theoretically borderless, potentially infinite space for the production of information with a primary infrastructure for e-commerce, e-banking, e-learning and virtual library among others. Usage of the Internet in education, especially tertiary education, is becoming more widespread and provides a supplement to traditional teaching methods (Cheung & Huang, 2005). There is a visible development in the process of teaching and learning with the advent of the Internet and the unlimited access to information. Osunade (2003) proposes that the use of the Internet for instructional purpose and educational information transfer will not take over the traditional methods of education rather it would continue to play a major part. However, Educause (2010) explains that developing trends have introduced driving factors such as the expansion of global market for post-secondary education, financial support for higher education, reduced cost of education, sustainability, new structures and new business models, and collaboration and video conferencing which now make conventional modes of teaching and learning be kept in the background as technology takes to the forefront.

Oye, Shallsuku and Iahad (2012) state that the use of Internet technology to support teaching and learning in certain subjects such as mathematics remains underdeveloped in developing countries. Majority of the teachers are not yet confident of using Internet technology for classroom instruction, hence, they require further training to enable them to be better handlers of the technology and as well promote better teaching and learning. Tomei (2005) views the usage of new technologies such as virtual learning environments, video conferencing or blackboard in educational institutions as impacting a demand for the restructuring of the educational programmes and facilities to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity. In this case, when new technology is being introduced into the educational system, the learners not only benefit from the instructional aids it provides or the vividness it employs in explaining the subject matter but also the teachers and administrators derive from the technical advantages which give them hands-on experience, know-how capabilities and a boosted market rating as regards standards.

In the adoption and utilisation of technology as a medium of communication in the classroom or for instructional purposes, factors such as external variables, motivation, readiness and gender play a significant role.

Motivation is to be moved to doing or performing an activity. Motivation is best described as the incentive given to sustain the desired behaviour and derived from the positive results of an engaging or new activity. It is the internal or external factors acting on an individual's resolve in achieving a given task or set objectives. Ryan and Deci (2000) identified the differences in the motivation of an individual as being intrinsic and extrinsic. Intrinsic motivation they explained is an internal pervasive and important drive most influenced by an individuals curiosity, challenge and control. It is the nexus between the individual and the task and less influenced by external prods, pressures and rewards. On the other hand, extrinsic motivation is driven by external factors such as social demands, rewards, punishments and approval from outside sources.

E-Readiness in schools is the integration, acquisition, implementation of educational policies and utilisation of varying technologies to enhance learning capabilities in learning institutions (Moeller & Reitzes, 2011). Mndzebele (2013) states that if teachers are going to prepare the students to be technologically capable, they need to have the basic technology skills, know-how on how to use technology, available hardware and software, otherwise teachers will have problems in using the technology effectively in the classroom. This by implication would mean if teachers must be ready for technology use in pedagogy, factors such as self-efficacy on the use of technological devices, ease of use, perceived usefulness of the devices, right attitudes must all be formed which in turn determines how teachers would be apt to utilising technology in education.

The gender gap has in recent times been an issue of good discussion and it is also existent in technology adoption theories. Ong and Lai (2006) explored male and female differences in the perception and relationships among factors affecting online learning acceptance and conclude that males rate higher in computer self-efficacy, perceived usefulness, perceived ease of use and behavioural intention to use e-learning than the females. Bassi and Camble (2011) observed that the issue of gender gap in the use of technologies and the impact of new technologies on gender, in particular, on the economic, educational and political spheres of women lives are majorly important, they conclude that there exists a significant difference in the ways male and female students acquire and utilise technological skills.

From the review it could be deduced that few research has been carried out on the usefulness of the selected Internet platforms for educational purposes, most of the research studies the researcher came across were carried on students' use of ICT and their perception of its importance to learning. The researcher has not been able to come across any study focusing on readiness and motivation of lecturers in using Internet technologies for instructional purposes, especially within the Nigerian context. Hence, this research seeks to investigate and evaluate the readiness factor and what could prompt lecturers resolve in using Internet technologies for students in conventional higher institutions of learning for instructional purposes.

3. Methodology

3.1. Research design

This research was a descriptive research of the survey type. The research highlighted and described the selected types of online technologies available and that could easily be adopted for use with the purpose of delivering instruction and enhancing learning in the universities in Kwara State, Nigeria as well as the lecturers' readiness and motivation to use these technologies. This research employed a researcher-designed questionnaire to identify the factors that enable the usage of these technologies as well as the extent to which they are being currently used by the lecturers based on gender, proprietorship and years of experience.

3.2. Sample and sampling techniques

The population for this research was all the university lecturers in Kwara State. The target population was all the university lecturers in the selected Universities in Kwara State. Three universities out of the existing universities in the state were purposively selected based on accessibility for the purpose of this research. The selected universities were University of Ilorin, Kwara State University, Malete and Al-Hikmah University, Ilorin. These universities represent both public and private institutions (Federal, State and Private Universities). Multi-stage sampling technique was used to determine the schools populations as well as select the appropriate sample size for each school. Thereafter, the researcher purposively selected respondents from the departments in the schools based on their availability. The collected data were subsequently subjected to analysis.

Three hundred copies of the questionnaire were distributed to the respondents in the higher institutions in proportion to the populations of the schools based on Israel (2003) model of determining sample size as highlighted in Table 1.

3.3. Tables

Table 1. Sample size proportion for the selected universities

S/N	University	Population of lecturers	Sample$^{+/-10}$	Questionnaires distributed
1	University of Ilorin, Ilorin	1,319	91	130
2	Kwara State University, Malete	464	83	100
3	Al-Hikmah University, Ilorin	184	67	80
Total		1,967	231	300

Table 1 shows the total number of lecturers in the three of the existing universities in Kwara State to be 1,967. With the aid of the Israel model sampling method, 231 responses were the least expected at $^{+/-}$10% of the total population with a 95% confidence interval. However, due to the demands of the research, 300 copies of the questionnaire were distributed while those copies adequately responded to and returned were analysed.

3.4. Research instrument

A researcher-designed questionnaire titled 'University Lecturers Readiness and Motivation in using Online Technology for Instructional Delivery in Kwara State, Nigeria' was employed for this research. It was used to determine the lecturers' readiness and motivation in utilising online technologies in universities in Kwara State, Nigeria. The instrument consists of six sections (sections A–F). Section A contains demographic information of the respondents such as the name of institutions, gender, years of experience and qualifications of the lecturers. Section B requests for the lecturers' knowledge of online technologies, this would involve the listing out of online sites or technologies which would require the respondents tick the ones they are familiar with as well as their level of experience using these technologies. Section C focuses on the institutional readiness of the institutions and Section D assesses lecturers' usage of the Internet for educational purposes. Section E evaluates lecturers' readiness to use online technologies for instructional delivery while Section F deals with the lecturers' motivation in using the online technologies for instructional purposes.

3.5. Validation of research instrument

The questionnaire was given to the researcher's supervisor and four lecturers in the Department of Educational Technology to determine the face and content validity of the research instrument. Their corrections and modifications were followed in producing the final draft of the instrument. The pilot studies for the research was carried out at the Ladoke Akintola University of

Technology. Twenty randomly selected lecturers' responses were analysed to determine the reliability of the research instrument. The reliability of the instrument was realised at 0.703 using the Cronbach Alpha analytical tool; thus, showing the research instrument is suitable for the research purposes.

3.6. Procedure for data collection

The researcher obtained a letter of introduction from the Department of Educational Technology, University of Ilorin and proceeded to the selected institutions for the administration of the questionnaire. Permission was sought from the school authorities of the private and state universities in form of written letters which were granted before the researcher could embark on the distribution and collection of the copies of the research instrument. With the aid of a research assistant, the questionnaire was administered on the lecturers in the selected universities to elicit information from them while the distributed copies of the questionnaire were collected from the respondents immediately after completion.

Table 2. Selection of sample, distribution and retrieved copies of the questionnaire used for the study

S/N	University	Questionnaires distributed	Questionnaires retrieved	Questionnaires unreturned
1	University of Ilorin, Ilorin	120	98	22
2	Kwara State University, Malete	100	86	14
3	Al-Hikmah University, Ilorin	80	70	10
Total		300	254	46

Table 2 shows the three universities used for the study, the number of the copies distributed and retrieved per school. 120, 100 and 80 copies of the questionnaires were distributed, respectively, at the University of Ilorin, Kwara State University and Al-Hikmah University. However, as revealed by the table, 98, 86 and 70 copies were retrieved, respectively, from the schools. Hence, 254 copies of the questionnaire were used in the analysis of the study conducted.

3.7. Data analysis techniques

Data analysis and interpretation on the conducted study was carried out using descriptive and inferential statistics. Frequency counts, mean scores and percentages were used to answer research questions. Hypotheses 1–4 were tested using *t*-test while hypothesis 5 and 6 were tested using chi-square. Data collected were coded and analysed using Microsoft Excel and Statistical Package for Social Sciences at a 0.05 level of significance.

4. Results

Research Question 1:

What is the level of lecturers' access to online technologies?

4.1. Tables

Table 3. Level of lecturers' access to online technologies (see Appendix 5)

S/N	Streaming technologies	Mean *X*
1	YouTube	2.44
2	Skype	1.93
	Grand Mean	**1.65**
S/N	**Online technologies(social media)**	**Mean *X***
1	Facebook	3.11

2	Twitter	2.21
3	Slideshare	1.46
4	Academia.edu.ng	2.41
	Grand Mean	**1.95**
S/N	**Virtual learning environments**	**Mean *X***
1	Massive open online courses	1.91
2	Second life	1.13
	Grand Mean (*X*)	**1.91**

Table 3 reveals that lecturers do engage in streaming activities using YouTube which has the highest mean of 2.24 followed by Skype with a mean score of 1.93. Lecturers use video conferencing and IMO for video and online communications, access Podcasts and Ustream at 1.46, 1.31, 1.28 and 1.22, respectively. Facebook was the most accessed social site with a mean score of 3.11 followed by WhatsApp with 3.06 mean score. Lecturers also accessed Academia.edu.ng to source for educational articles and as well share research studies, Yahoo messenger, Slideshare among others. Table 2 also revealed lecturers access to virtual learning environments with most lecturers accessing Massive Open Online Courses at 1.91 mean score, lecturers also work with the National Open University of Nigeria for lecturing and study purposes at 1.66 mean score, Moodle was accessed at an average of 1.29 while Second Life was the least accessed virtual learning environment at 1.13 mean score. However, using the benchmark of 2.00, the table revealed that with the exception of a few online technologies like Facebook, YouTube, WhatsApp and a few others, most technologies were largely under-accessed by lecturers. The grand mean for streaming technologies was 1.65 which fell short of the 2.00 benchmark, Socia1 media was polled at a grand mean of 1.95, while lecturers' access to virtual learning environments had a grand mean score of 1.91. Hence, it could be inferred that lecturers do access to online technologies; however, at a relatively low extent.

Research Question 2:

How ready are university lecturers in deploying online technologies for instructional delivery?

Table 4. Lecturers readiness to utilise online technology (see Appendix 6)

S/N	Item	Mean (X)
1	I find the Internet very easy to surf and manoeuvre	3.66
2	I find Opening of emails, chats and posting of responses on blogs and Facebook walls quite interesting and engaging	3.50
3	I can successfully surf the Internet from a browser without external help	3.60
4	I believe streaming audio and videos like Podcasts is a very complex activity	2.44
5	I believe the Internet is a good resource for quality instructional materials	3.44
	Grand Mean	**2.99**

Table 4 reveals that respondents find it easy to surf and manoeuvre on the Internet for various academic related and unrelated activities and that the educational policies of the schools in the state do clearly permit the use of online technologies for instructional delivery as the mean scores were 3.66 and 3.62, respectively. It is also reflected in the table that lecturers can successfully surf the Internet from a browser without external help at a mean score of 3.60. Lecturers also find opening of emails and being active on social media engaging and are as much ready to engage the Internet in instruction given its wider outreach with mean scores of 3.50 and 3.47, respectively; lecturers are supportive of the Internet as being useful in getting good instructional materials, most lecturers would explore ways to the Internet could be useful to education with the mean scores of 3.44 and 3.44, respectively. The grand mean score for lecturers' readiness to use online technologies for instructional delivery was found to be 2.99. With a benchmark of 2.00, this implies that the respondents are relatively ready to utilise online technologies in teaching and learning situations.

Research Question 3:

How motivated are university lecturers to utilise online technologies for instructional purposes?

Table 5. Lecturers motivation to use online technologies for instructional delivery

S/N	Item	Mean (*X*)
1	I am familiar with Internet resources and the advantages they provide to teaching and learning situations	3.65
2	I need to use more technology for my students	3.43
3	The Internet has limited educational value	3.09
4	It's my obligation to supplement my class with innovative technology	3.33
5	I find it quite inspiring that my students are Internet oriented with devices that enable quick and efficient Internet access, communication and instant sharing of information	3.32
	Grand Mean	**3.17**

Table 5 reveals that item 1 which sought to determine lecturers' familiarity with online technologies and their influence on the teaching and learning experience has the highest mean score of 3.65 meaning lecturers are well aware of the advantages of the Internet tools and platforms to teaching and learning situations. This is followed by the mean score of 3.43 which revealed the respondents' inclination to use more technology in teaching situations. Consequently, the respondents also deem it obligatory of them to supplement the students with adequate innovative technology while finding it inspiring that the students have Internet-enabled gadgets and devices that permit information sharing and collaboration. Other responses considered, however, the lowest response was polled at 2.61 in which the respondents were of the opinion that streaming delays would not stop them from using online technologies for instruction. However, the grand mean score on the motivation to utilise online technologies for instruction was 3.17. Using the 2.0 benchmark, it could be inferred that the respondents are motivated to utilise online technologies in instruction.

Research Question 3: What is the difference in university lecturers' readiness to use online technologies for instructional purposes based on gender?

To determine if there was a significant difference in lecturers readiness to utilise online technologies for instructional purposes based on gender or not, independent sample *t*-test was used to analyse coded data. The following information was derived and shown in Table 6.

Table 6. *t*-test of male and female university lecturers readiness to utilise online technologies for instructional delivery

	Gender	*N*	Mean	Std. deviation	Df	Sig(2.tailed)	Decision
LECRED	Male	201	3.13	0.31	252	0.25	Not rejected
	Female	53	3.07	0.36			

Table 6 reveals that $t(252) = 1.56$, $p = 0.25$. This means that the result of the *t*-value of 1.5 which results in 0.25 significance value was greater than 0.05 alpha values. Hence, the stated null hypothesis is accepted. Therefore, the result here implies that there is no difference between male and female lecturers readiness to use online technologies for instructional delivery. As derived from the earlier mean score of the lecturers on general readiness, this implies that both the male and the female lecturers had a relatively high level of readiness.

Research Question 4: What is the difference in university lecturers' motivation to use online technologies for instructional purposes based on gender?

To determine if there was a significant difference in lecturers motivation to utilise online technologies for instructional purposes based on gender or not, independent sample *t*-test was used to analyse coded data. The following information was derived and shown in Table 7.

Table 7. *t*-test of male and female university lecturers motivation to utilise online technologies for instructional delivery

	Gender	*N*	Mean	Std. deviation	Df	*T*	Sig(2.tailed)
MOT	Male	201	3.19	0.33	252	1.83	0.68
	Female	53	3.09	0.4			

Table 7 reveals that $t(252) = 1.83$, $p = 0.68$. This means that the result of the *t*-value of 1.83 which results in 0.68 significance value was greater than 0.05 alpha values. Hence, the stated null hypothesis is accepted. Therefore, the result here implies that there is no significant difference between male and female lecturers motivation to use online technologies for instructional delivery. As derived from the earlier mean score of the lecturers on general motivation, this implies that both the male and the female lecturers were quite motivated in using online technologies to pass instruction.

5. Discussion of findings

The findings of the research revealed that the university lecturers' level of access to online technologies was low. The most accessed online technology of the selected technologies was Facebook, given its popularity and ease of use and connection with friends and colleagues. However, on the overall ratings, university lecturers really frequent social media most citing work exigencies and tight schedules. Lecturers in the different institutions do also stream media with most accessing YouTube, though most rather view and download media than upload or live-stream educational contents. Upon closer observation by the researcher, more lecturers in the universities were prone to checking live-streamed news or societal issues on YouTube than waiting to for television channels. This is in accordance with Grunwald Associates LLC (2011) who stated that there is a noticeable increase of 21% from 2007 to 2010 in the percentages of teachers streaming and downloading video content traditionally distributed over the television or by DVD.

Though most lecturers rarely accessed the selected technologies, it should also be taken into consideration that numerous other platforms exist on the Internet which the lecturers could be privy to and from with the lecturers could connect with peers and students, however, the concept of social media, streaming technologies and virtual learning environments is trendy and growing among the lecturers in the state. Lecturers also cited the dearth of virtual learning environments in the country as being responsible for the low patronage and access to virtual education environments. However, it is pertinent to note that a growing number of lecturers in the state are not just accessing these technologies but are taking further steps in introducing them to instruction, especially via group chats on WhatsApp and Facebook while some are also creating learning contents and tools actively using the Internet.

On the lecturers' readiness to utilise online technologies for instructional purpose, the results demonstrated that the respondents' readiness level was high. Though some lecturers did believe that they are self-sufficient for the students without the need for technology to pass lessons across, however, the grand mean score revealed a relatively high level of readiness on the part of the lecturers to use online technologies to pass instruction. This implies that if properly encouraged, the online technology culture could be easily entrenched in universities across the state. Most respondents are very responsive to the researchers' projection as regards how these technologies could remove the walls from the classrooms and make instruction not just accessible on the move but also interesting and engaging between the tutor and the tutee. This finding is consistent with Nwokike and Chiemeka (2011) who had the opinion that though personal issues such as constraints do exist, however, encouraging approaches such as awareness, capacity building and enabling environments could help foster the actual utilisation of online technology for education by lecturers in Nigeria Universities. It also agrees with Bukaliya and Dzimano (2011) who noted that the readiness to adopt technology for use in schools often results from the teachers productive previous or ongoing encounters with such technologies. It is pertinent to note that the paradigms of education are shifting,

technologies, especially those that are Internet connected are increasing gaining grounds and making the teaching and learning process more seamless. Enabling environments could make lecturers develop more positive approaches to not only teaching from a distance even in conventional higher institutions but also identifying with the various advantages that come with uploading and sharing useful instructional materials on the Internet for students view age.

Based on the mean scores obtained from the results of the lecturers' motivation to use online technologies for instructional delivery, the respondents' motivation level was high. Such motivation includes lecturers' inclination to use online technologies on the more frequent basis, especially when given more training and institutional support. Research question 3 was used to examine this. This result is in agreement with Roschelle, Pea, Hoadley, Gordin and Means, (2000) who posited that in-service training of teachers should be given due attention when the integration into pedagogy and utilisation of technology in education is considered as a medium to provide positive outcomes to students learning and skills development. Also, Statham and Torell (1996), emphasised on teachers training in the use of technology tools (both hardware and software) and professional development opportunities as the keys to success in improving students learning capacities and presentability for job demands, especially in the twenty-first-century society. Hence, it could be stated that university lecturers in Kwara State are highly motivated to using online technologies for instructional delivery albeit the learning institutions still have more to do in the provisions of technical support, supportive environments, training, workshops and seminars among others.

The difference in university lecturers' readiness to use online technologies in instruction based on gender was examined using research question 4. The results of the mean scores showed that males have higher mean scores than the females; however, the *t*-test analysis showed that there is no difference between the males and females university lecturer's readiness to use online technologies for instructional purposes.

This, however, contradicts the findings of Bassi and Camble (2011), who conclude that there exists a significant difference in the ways male and females acquire and utilise technological skills. This study finds male and female lecturers both willing and on the same level in wanting to utilise technologies for instruction. Koohang (2004) states that traditionally men are the forerunners of technology with higher rates of positive perception. However, in light of recent studies such as Olumorin (2008) and Taju (2014), it could be inferred that the females are joining the technology drive and almost at par with males in the resolve to use technology for instructional purposes.

The difference in university lecturers' motivation to use online technologies in instruction based on gender was examined using research question 4. The results of the mean scores showed that males have higher mean scores than the females; however, the *t*-test analysis showed that there is no significant difference between the males and females university lecturer's motivation to use online technologies for instructional purposes. This result, however, contradicts the findings of Onasanya et al. (2011) who report that there is a significant difference between male and female teachers' level of utilisation of ICT for classroom instruction with male teachers outperforming female teachers in the extent at which they use ICT for instructional delivery. Also, Mahmood and Bokhari (2012) opine that males are more facilitated to use computers for study purposes while Derbyshire (2003) asserts that male teachers are often in charge of organising access to hardware and networks as well as outnumber female teachers in utilising computers as learning or teaching tool. However, in agreement with Olashedidun (2014) who states that there is no significant difference between male and female lecturers' attitudes towards and utilisation of social media for instructional purposes. Though male teachers could outnumber female teachers in handling and utilising computers as learning and teaching tools; however, this could be as a result of opportunity. If female teachers were given equal opportunities as male teachers without gender bias, it could be inferred from this result that they would use technology for teaching and learning purposes like their males counterparts.

6. Conclusion

Lecturers do access to online technologies; however, at a relatively low extent. Respondents are relatively ready to utilise online technologies in teaching and learning situations and they are also motivated to utilise online technologies in instruction. There is no difference between male and female lecturers readiness to use online technologies for instructional delivery. Both the male and the female lecturers were quite motivated in using online technologies to pass instruction. Based on the findings, it was concluded that university lecturers in Kwara State were relatively ready and highly motivated to utilise online technologies for instructional delivery. The implication of the study is that online technologies could be easily integrated into education with ease. It was recommended that lecturers should develop more interest in online technologies and find more ways they can be incorporated into teaching and learning.

7. Recommendations

Based on the findings of the research, the following recommendations were made. Lecturers should develop more interest in online technologies and find more ways that they can be useful in teaching and learning experiences. Online technologies scale space and distance. University lecturers should be encouraged to utilise the enormous potentials these technologies possess in reaching their students anywhere and initiating academic interactions with them. School authorities should, asides from providing ICT devices among other infrastructure, formulate policies that would ensure full and optimal utilisation of such resources, especially among the lecturers. Female lecturers should be given adequate empowerment and orientation to improve their attitude, disposition and motivation to use online technologies for teaching practices.

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