

# **Investigation on Awareness and Readiness towards the Adoption of WizIQ Platform for Instructional Delivery among Education Lecturers in Tertiary Institutions of Niger State, Nigeria**

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## **Abstract**

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WizIQ is an interactive cloud-based instructional delivery platform that connects a teacher and students in a virtual classroom environment. It has potentials to enrich teaching and learning if adopted. Hence, this study was carried out to investigate the level of awareness and readiness of lecturers to adopt WizIQ in teaching and learning process. A descriptive survey research was adopted and two research questions guided the study. The study target population comprised all education lecturers in tertiary institutions in the study area, and 66 lecturers constituted the sample of the study. Researchers-structured questionnaire which was subjected to validation and reliability checks and interview were used for data collection. Mean, Standard Deviation and Report method were used to analyze and present answers to the research questions raised.. Findings that emanated from the study revealed that the level of awareness of lecturers on WizIQ is low, however, in another finding, lecturers indicated readiness to adopt the platform should they be enlightened on its instructional significance. It was therefore recommended among others that, sensitization trainings should be carried out to enlighten lecturers on the benefits of the platform and on procedural steps for effective adoption and utilization of WizIQ platform for instructional delivery in institutions of higher learning.

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**Keywords:** Adoption, Awareness, Cloud, Instructional delivery platform, Readiness, WizIQ.

## **Introduction**

The integration of information and communication technology into teaching and learning has been the focus of 21<sup>st</sup> century innovative education. Specifically, the application of computer technology in classroom environment continues to play a vital role in enhancing teaching and enriching learning (Falode, 2018). Through the emergence and use of Learning Management Systems (LMSs) in schools for instance, teaching and instructional delivery is being shifted from traditional to technology-enhanced method.

LMSs are web-based tools for conducting quality online teaching and training. They are platforms for user management in their interaction with educational content that is created and presented in a suitable format (Angelova, Kiryakova & Yordanova, 2015). LMSs are software applications meant for the administration, documentation, tracking, reporting and delivery of educational contents. They help teachers deliver instructional content to students, and also help to administer tests and assignments, track student progress, and manage the classroom situation. Accordingly, Mahnegar (2012) stated that LMSs help to deliver and manage instructional contents to the learners, help to adequately handle students' registration, course registration and other personal details of the students for administrative purpose, help to track students' academic progress and reports of student work and also provide performance management systems which encompass learners' appraisals, competency-based learning management, and multi-rater assessments.

On daily basis, the number of LMSs is increasing and the choice of the most appropriate one depends on its suitability to users, service provided and cost implications (Angelova, Kiryakova & Yordanova, 2015). Dobre (2015) classified LMSs into three (proprietary LMSs, open-source LMSs, and cloud-based LMSs). Proprietary LMSs are platforms licensed by developers so as to produce profits through vendors (for example, Blackboard, D2L, and eCollege), open-source LMSs are platforms made publicly available to the source code and available free of charge to all users (for example, Canvas, Moodle, and Sakai) while cloud-based LMSs are convenient and low-cost way of using an array of cloud-based tools in higher education institutions (for example, Amazon Web Services Talent, and WizIQ) (Dobre, 2015).

WizIQ is one of the latest LMSs with features that have educational significance and within one decade of inception, several successes have been recorded. For instance, in January 2016, it was named as the best cloud-based learning management system of Q1, 2016 by GetApp. In addition, over 400,000 education and training providers and 4.5 million learners have used WizIQ, 1 billion minutes of live learning have been delivered through 70,000 courses on the platform while 100,000 live online courses are being delivered on the platform every month (WizIQ, 2018).

WizIQ is an easy way to deliver online lectures and it was created in 2007 by Harman Singh purposely to build an internet-based platform where teachers and students can connect and interact with one another. It's a cloud-based learning delivery platform with a suite of integrated features – including virtual classroom, course management, content authoring, video streaming, tests and assessments, insights and analytics and mobile learning (WizIQ, 2018). Essentially, WizIQ serves as empowerment tools for teachers to deliver and manage live and self-paced learning with easy-to-use, scalable and cost-effective technology. It employs virtual technology to allow teachers and students collaborate in real time during online instructional content delivery. Through WizIQ, learners can access their course modules and interact in real time with their teachers in a virtual environment using smartphones and computers with internet-enabled smartphones and computers (WizIQ, 2018). The utilization of this innovative LMSs for instructional delivery depends on several factors which include its' availability, accessibility, and level of awareness and readiness of stakeholders.

Awareness can be regarded as the state of being informed about the existence of an innovation. It can be described as the state of consciousness of a thing and it can to a large extent determine whether an individual will accept or reject such thing. For instance, Edumadze, Ossei-Anto, Edumadze, Tamakloe, Asamoah, and Boadi (2014) attributed the failure of lecturers to use e-learning tools to low level of awareness and proficiency in usage. For lecturers to use WizIQ platform for instructional delivery in institutions of higher learning, there is the need for them to be aware of it, know its' features, benefits and procedures for usage. The adoption of WizIQ by teachers does not only depend on their level of awareness as they may be aware but not ready to use it for instructional delivery.

Readiness refers to the state or condition of an individual that makes it possible for him or her to engage profitably in a given activity. It can be regarded as the preparation and anticipation for a task. Borotis and Poulmenakou (2008) described readiness as the mental or physical preparedness of an individual for electronic teaching and learning. Schreurs, Ehlers and Sammour (2008) stated that, for a particular technology to be adopted in teaching and learning, stakeholders' readiness must be ensured. This was buttressed by Falode, Abubakar, Gambari and Ojoye (2016) that, technologies meant for distance learning require mental, physical and financial readiness on the part of the users before success can be recorded.

In a study by Edumadze, *et al.* (2014), the awareness and perception of lecturers in using e-learning tools for teaching were assessed. The study concentrated on 128 respondents who were lecturers in the University of Cape Coast and questionnaires were used as research instruments. Findings revealed that 75.8% of the respondents are aware of the existence of Learning Management Systems since they have heard of the term LMSs. However, only 2% of the respondents could specifically mention the various types of LMS in existence. The low awareness of specific LMSs was therefore attributed to lack of experience in using the technology. In the same study, 95.3% of the respondents indicated willingness and readiness towards the adoption of LMSs to supplement teaching and learning. This can be attributed to the fact that, lecturers perceive the system to be useful in enhancing the delivery of their lecturers.

The instructional significance of WizIQ as an innovative instructional delivery platform is enormous. If adopted, teaching becomes easier, lecturers become more efficient and learners' performance would be greatly improved. Despite the benefits of the platform, there is insufficient literature revealing the success or otherwise of WizIQ utilization by teachers in institutions of higher learning in developing countries like Nigeria. Could it be because lecturers are not aware or probably they are not ready? Hence, the need for this study.

Thus, this study was carried out to investigate education lecturers' awareness and readiness towards the adoption of WizIQ platform for instructional delivery in tertiary institutions in Niger State, Nigeria.

## **Research Questions**

The following research questions guided the study:

1. What is the level of awareness of lecturers on WizIQ instructional delivery platform?
2. Are lecturers ready to adopt WizIQ platform for instructional delivery in teaching and learning process?

## **Methodology**

This study adopted survey research of the descriptive type. A descriptive survey involves the collection of data for the purpose of answering prevailing questions concerning the current state of the subject under study, and aims at determining and reporting how things look like with respect to established theories or assumptions on the subject. This study therefore entailed the use of questionnaire and interview to elicit information from respondents on their level of awareness and readiness towards the adoption of WizIQ for instructional delivery.

The population of the study comprised all lecturers in tertiary institutions in Niger State, Nigeria. Niger state is one of the six states in the North central region of Nigeria, and there are six public tertiary institutions in the state. Only four out of these six institutions offer teachers' training programmes, hence, the target population of the study comprised 167 lecturers who studied education-related courses and currently teach in Schools/Faculties of Education in the study area. The sample of the study consists of 66 education lecturers who were selected using convenience sampling based on their availability at the time of collecting data for this study.

A 13-item questionnaire entitled "Questionnaire on Lecturers' WizIQ Awareness and Readiness" (QLWAR) was used for data collection. There were three sections (Sections I, II and III) in QLWAR. Section I was used to collect respondents' demography while sections II and III were used to collect data

on the variables of awareness and readiness respectively. A five-point Likert scale (Disagree: 1point, Strongly Disagree: 2points, Undecided: 3points, Agree: 4points and Strongly Disagree: 5points) was used for weighing responses to the items of the questionnaire. A decision was set in which grand mean score below 3.0 was considered as Disagreement to the items and implied low awareness or lack of readiness while grand mean score above 3.0 was considered as Agreement to the items and implied awareness or readiness. Oral interview was also conducted and the summary of opinion of interviewees (on awareness and readiness towards WizIQ adoption) was also noted and written down on each duly filled questionnaire.

The questionnaire was validated by three educational technology experts and their suggestions were used to improve the instrument. For instance, because of the novelty of WizIQ, two of the validators suggested that in addition to the questionnaire, there should be an interactive session between the researchers and every respondent in order to buttress their responses on their level of awareness and readiness towards the adoption of WizIQ instructional delivery platform. This suggestion was accepted by the researchers and it eventually improved the quality of information obtained from the respondents. A reliability coefficient of 0.71 was obtained using Cronbach alpha's formula after a pilot study was conducted on 10 randomly selected lecturers within the study area. Hence, the instrument was considered valid and reliable for data collection.

The researchers personally administered the questionnaire to the respondents. Before collecting the duly completed questionnaire, a brief interactive session was held with each of the respondent in order to consolidate their views. Such general view was noted and summarily written down on the back of the filled questionnaire by the researchers. The data collection procedure lasted for six weeks. Data obtained were analyzed using descriptive statistics of mean, standard deviation and report method. The results of the analyses assisted to provide answers to the research questions.

## Results

**Lecturers' Awareness on WizIQ Platform:** Eight items of the questionnaire were used to elicit responses from lecturers regarding their awareness on WizIQ instructional delivery platform. Their responses are reflected in Table 1.

**Table 1: Mean and standard deviation of responses of lecturers on WizIQ awareness**

S/N	Item	N	Mean	SD	Decision
1	I am aware of the existence of WizIQ	66	2.85	0.15	Disagreed
2	I know that WizIQ can be used to deliver instructional contents to students	66	2.32	0.68	Disagreed
3	I am aware that my lectures can be delivered through WizIQ	66	2.48	0.52	Disagreed
4	I am aware that my students can watch my lecture video online through WizIQ platform.	66	2.71	0.29	Disagreed
5	I know that I can assess and monitor my students' learning progress online through WizIQ platform	66	2.81	0.19	Disagreed
6	I am aware WizIQ helps to connect both teachers and students in a virtual environment	66	2.95	0.05	Disagreed

7	I am aware that lecturers in some institutions of higher learning do use WizIQ for instructional delivery	66	2.04	0.96	Disagreed
8	I am aware that WizIQ can be used to give immediate feedback to students	66	2.00	1.00	Disagreed
<b>Grand Mean</b>			<b>2.52</b>		<b>Disagreed</b>

Table 1, shows the mean and standard deviation of responses on lecturers' awareness of WizIQ instructional delivery platform. The mean response to each of the eight items ranges between 2.04 and 2.95. The grand mean score to all the items (2.52) was not up to the decision mean (3.0). This indicates that respondents disagreed to all the items and this implies that lecturers have low awareness on WizIQ as an instructional delivery platform.

To buttress this finding, in the interaction with the respondents, they claimed that, they know that information and communication technology can be used to enhance instructional presentations in the classroom and that teaching can take place using online resources. However, they claimed that they are not specifically aware of WizIQ platform neither did they know of its characteristics and benefits as an instructional delivery platform.

**Readiness towards WizIQ Adoption:** Five items of the questionnaire were used to elicit responses from lecturers on their readiness to adopt WizIQ platform for instructional delivery. Their responses are reflected in Table 2.

**Table 2: Mean and standard deviation of lecturers' responses on readiness towards WizIQ adoption**

S/N	Item	N	Mean	SD	Decision
1	I consider WizIQ as an innovation and I am ready to adopt it for the delivery of my lecture to my students	66	3.94	0.94	Agreed
2	My computer knowledge and skills have prepared me to deliver lectures online using LMS such as WizIQ	66	3.50	0.50	Agreed
3	Irrespective of my location and time of the day, I have computer and internet facilities that afford me opportunities to relate with my students and deliver my lecture online through WizIQ	66	3.64	0.64	Agreed
4	I am prepared to attend to all my students' enquiries and respond to all their questions while using WizIQ in real time	66	3.49	0.49	Agreed
5	With enabling environment, I am ready to deliver my lecture online using WizIQ platform	66	3.75	0.75	Agreed
<b>Grand Mean</b>			<b>3.66</b>		<b>Agreed</b>

Table 2 shows the mean and standard deviation of responses on lecturers' on readiness towards the adoption of WizIQ instructional delivery platform. The mean response to all the items ranges between 3.10 and 3.94.

In addition, the grand mean (3.66) was above the decision mean (3.0). This indicates that respondents agreed to all the items and this implies that lecturers are ready to adopt the WizIQ platform for instructional delivery. Before responding to the questionnaire items presented, majority of the respondents sought to know what the platform represents and its relevance to their teaching career. The researchers' verbal description of WizIQ and the quality of answers given in response to all questions the respondents asked could be said to have influenced their responses to the five items of the questionnaire on their readiness.

## **Discussion of Findings**

Findings that emanated from this study revealed that, there is low awareness among lecturers on the concept of WizIQ as an instructional delivery platform. Lecturers are not aware that WizIQ exists as an online teaching platform neither are they aware of it's' features and educational significance. This finding is in line with the earlier findings of Edumadze, *et al.* (2014), who found that, though, lecturers know that learning management systems exist (since they have heard of the term LMS), but because they could not specifically mention a few of the various types of LMSs in existence, that shows that the awareness level was low. The low awareness of lecturers on WizIQ can be attributed to the fact that lecturers are majorly familiar with the conventional lecture method of teaching which they considered the most effective instructional delivery method because it allowed face-to-face interaction between the teacher and the students. Notwithstanding the benefits of lecture method, there is the need for lecturers to acquaint themselves with innovative technology-driven platforms of delivering instructional contents such as WizIQ, which are the global practices as this would ensure that distance and time are no barriers to teaching, learning, assessment and interactions between them and their students. Through this study, WizIQ awareness is being created for lecturers.

Another finding that emanated from this study revealed that lecturers are prepared to adopt WizIQ for instructional delivery. This finding is in conformity with the earlier findings of Agboola (2006) who found and reported that lecturers are prepared to embrace e-learning tools for instructional delivery in order to enhance their teaching and improve their students' performance. It also agrees with the findings of Edumadze, *et al.* (2014) who found that lecturers are ready and willing to learn more and adopt e-learning tools that will make them more efficient in the discharge of their academic duties. Lecturers' readiness to adopt WizIQ platform for instructional delivery could be as a result of the need to adopt global practices in teaching and learning process and for them to be regarded as teachers that are technology-savvy; who can teach offline and online.

## **Conclusion**

WizIQ is an innovative instructional delivery platform whose benefits could help improve teaching and learning process if adopted by lecturers. It was obvious that before this study, lecturers were not aware of this platform. However, with the little enlightenment created by this study particularly, through the interactions between the researchers and the respondents, there was eagerness and readiness among lecturers to adopt such innovative platform for instructional delivery if enabling environment is provided.

## **Recommendations**

Based on the findings that emanated from this study, it is recommended that sensitization activities and trainings in form of workshops and seminars be conducted for lecturers in tertiary institutions. These should be tailored towards bringing WizIQ awareness and its educational significance to the notice of

lecturers. Furthermore, government and school administrators should equip schools with adequate computer hardware, software and internet facilities that would enable lecturers and students have unrestricted access to WizIQ and other instructional delivery platforms. Once, this is done, lecturers would become better informed, skillful and efficient in adopting innovative way of delivering instructional contents.

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