

**ATTITUDE, PERCEPTION AND FACILITATOR'S USE OF ELECTRONIC  
LEARNING SYSTEMS IN NATIONAL OPEN UNIVERSITY OF NIGERIA IN SOUTH-  
SOUTH, NIGERIA**

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**Abstract**

This study was designed to find out the attitude, perception and facilitator's use of electronic learning system in South-South, Nigeria. The study employs the descriptive survey design. The population of the study was 584 facilitators. A sample size of 112 respondents drawn from five study centres of the National Open university of Nigeria in the South-South, Nigeria was used. The sampling technique used was stratified random sampling technique from the study centre and simple random sampling for respondents in each study centre. Data were collected through structured questionnaire. The data collected were analysed with descriptive statistic (frequency count and mean) and inferential statistics. Findings from the study revealed that the facilitators have positive attitude and perception towards e-learning, level of skilfulness to use of e-learning facilities among others was found low. There was no significant relationship among attitude and facilitators use of the e-learning system in NOUN, South – South, Nigeria. Recommendations were made among others that the use of e-learning skill and proficiency should be used as a yardstick for engaging facilitators in all National Open University Centres across the country. All facilitators should be made to attend online teaching strategies conferences and seminars to boost the teaching proficiency electronically.

**Keywords:** Attitude, Perception and Use of Electronic Learning System

**Introduction**

The National Open University of Nigeria (NOUN) sprang from the ashes of the defunct National Open University which was abruptly closed down by a military government in April, 1984 barely one year after its establishment. In the year 2000 after an international workshop co-hosted by the Commonwealth of learning (COL) and the Nigeria Federal Government, the year 2001-2010 were declared a decade of open distance learning in Nigeria.

Thereafter, a timeline was drawn for some of the activities and implementation of strategies. One of such strategies was the resuscitation of the defunct open university which now had to be renamed National Open University of Nigeria (NOUN).

Electronic learning which is basically the use of information and communication technology (ICT) to enhance and support learning and teaching and research (Ntui, Ottong & Edem, 2009).

E-learning has a vast presence in almost every field of knowledge and in all the courses offered at the National Open University in South-South, Nigeria. All facilitators are now expected to engage themselves with the uses of e-learning by developing positive attitude and perception towards e-learning systems (Falana, 2015).

Electronic learning called e-learning refers to the use of electronic resources during teaching some of these devices include web or module. The world working web has seen an enormous transformation due to the development of social software technologies such as Twitter, Youtube, Slides Lane, Picasa, Media Wiki, Weblog Mobile E-Learning Application and Facebook. These web tools help facilitators to enjoy the teaching autonomy as well as the students and self. Management, improve their mental cognition, high retention of information and interactively during the teaching and learning process. However, these benefit are highly dependent on the availability and accessibility of IT facilities to both facilitators and students at home and school. In this study, attitude is seen as a predisposition or a technology or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitudes influences an individual choice and responses to

challenge incentives and reward together called stimuli. Ajzen (2001) asserted that attitude is the summary of evaluation of a psychological object captured in such attitudes dimension as a good-bad, harmful, beneficial, pleasant, unpleasant and likeable or unlikeable. Rodriguez, Michael, Ooms and Montanez (2008) defined attitude as evaluated belief which predisposes the individual facilitators to respond in a particular way. Attitudes shape actions of individual with general positive attitude towards e-learning while those with negative attitude are more likely not to adapt to this innovation of e-learning. Perception is the way an individual see or feel among a given phenomena. Perception with regards to e-learning system refers to the view and how most individuals view and react to electronic system of teaching and learning in the education system. Uses of electronic learning is any form of learning in which digital communication, electronic devices or internet is used to support the learning process. It is important to note that e-learning has facilitated learning online through a network technology involved in the utilization of virtual technologies in practice of teaching and assessment.

### **Objectives of the study**

The main objective of this study was to investigate the attitude, perception and

facilitators use of e-learning systems in the National Open University of Nigeria in the South-South Nigeria specifically, the study seeks to:

- (i) Determine the attitude of facilitators towards the use of e-learning system in National Open University South-South, Nigeria.
- (ii) Find out the perception of facilitators towards the use of e-learning system in National Open University, Nigeria.
- (iii) Investigate the level of facilitators skillfulness in the use of e-learning system in Nigeria Open University.

### **Research Questions**

The following Research questions were raised to guide the study

- 1) What are the attitudes of facilitators towards the use of e-learning systems at the National Open University in South-South, Nigeria?
- 2) What are the perceptions of facilitators on the use of e-learning systems in the National Open University?
- 3) What is the level of skilfulness of facilitators to the use of e-learning systems in National Open University?

### **Hypotheses**

The following hypotheses were posited for the study.

- 1) There is no significant relationship between the attitude of facilitators and the use of e-learning system in the National Open University South-South, Nigeria.

### **Literature Review**

Attitude is a predisposition to respond favourably or unfavourably to an object, person or event.

Successful initiation implementation of e-learning technology in the university depends strongly on the attitudes of academic staff whose task responsibility entails administrative and quality academic delivery service. Dike (2013) indicated that academic staff attitudes towards e-learning is generated by factors like organizational climate, facilitators background, teaching experience, professional development, tendency towards innovativeness and creativeness, technology, self- efficiency (technology competence) socio-organisational factors, administrative support, pressure to use technology.

Facilitators being the key stakeholders of all formal education, their attitudes towards e-learning have significant impact on their decision whether to accept or reject e-learning (Roger, 2003).

In a study by Hussein (2011) on the attitude of faculty members towards e-

learning, it was found that faculty members in Saudi universities have positive perceptions of e-learning. This has encouraged other members to embrace the use of contemporary technology in teaching.

Shirly (2002) studied the various perceptions that faculty members have positive perceptions, this allowed them to communicate better with their students by using modern e-learning tools.

In a similar study carried out by Abu Qudais, Al-Adhuleh and Al-Omari (2010). the attitude of senior members of most faculties toward e-learning was found to be positive. Most of them thought that working with computers was not only enjoyable but also stimulating. People's perceptions are known to have an impact on their behavioural intention in using e-learning. According to Gary (2007), the popularity among students for taking up e-learning is increasing, but there are some obstacles that do not allow e-learning to strongly influence learning systems and outcomes. Liaw, Huang and Chen (2007) used similar parameters to measure perceived satisfaction of e-learning systems and extended their study by measuring how the perception influence teacher's perceptions. Further analysis of their results showed significant disparities among teachers perception depending on the perceived system satisfaction in

meeting e-learners needs (Liaw, Huang & Chen, 2007).

In a study of Cardwell-Hampton (2008), it was found that a lack of experience and skills in the use of technology caused faculty members to be reluctant to embrace e-learning technology.

There were several studies partly confirming this hypothesis. For example, studies have demonstrated that those faculty members who were trained to use information technologies during their education felt more positive and confident regarding e-learning (Altun, 2007; Cavas et al., 2009). These faculty members regarded computers as an integral part of the learning and teaching process. One should take into consideration that e-learning is a distinct part of instructional design, and a faculty member must possess the necessary skill in order to apply computers or web-based technologies in the classroom (Almuquateeb 2009; Altun, 2007; Cavas et al, 2009).

The perceptions of faculty members regarding computer-aided e-learning education are closely related to their own technology experience (Zhen et al, 2008). Technology experience denotes the number of years during which; a faculty member utilizes a computer in the classroom or instructs online courses (Alexander, Perrealt, Zhao & Waldman,

2009) who stated, “in the six year span studied, both students and faculty satisfaction levels with their online learning experiences have risen for three of the satisfaction items measured”. This argument was supported by other scholars; in particular Cooke et al, (2009) whose survey indicated that those faculty members lacking experience in e-learning and proper training were more likely to make negative comments about this educational model. The opinions of these researchers are quite convincing. But they do not fully explain why a person display a negative attitude towards e-learning from the very outset. One should take into account that a faculty member’s experience in e-learning depends upon the type of educational institution, its technological resources and overall policies pursued by the administration at a college, school or university.

### **Research Methodology**

This study employs the descriptive survey using ex post facto design. The design was adopted because the study sought to find out the relationship that exists between and among variables.

The population for this study is 584 respondents drawn from the five (5) out of (6) study centres of the South-South Geopolitical Zone of the National Open

University, Namely; Port-Harcourt study centre, Edo study centre, Delta study centre, Calabar study centre and Yeneagua study centre. The study was targeted at facilitators of all cadres in the study centre.

A sample size of 112 respondents (facilitators) representing 18.9% of the population participated in the study. According to Baxter and Babbie (2004), 10% and above population is statistically sufficient and fair enough for a study population.

The instrument used for the study was the questionnaire. Descriptive method and inferential statistics was employed in the analysis of the data. The descriptive statistics that is, frequency counts, percentages and mean were used to analyse the research question while chi-square test multiplier regression analysis and person product moment correlation coefficient using the SPSS were used to test the hypothesis stated.

### **Results and Discussion**

#### **Research Question 1**

What are the attitude of the facilitators towards the use of e-learning systems at the National Open University South-South, Nigeria?

Men analysis of facilitators attitude towards the usage of e-learning system N = 112.

S/N	ITEM	Agree		Disagree		Mean
		NO	Weigh (2)	NO	Weigh (1)	
1	I like using computer and laptop to do my work Noun	89	178	23	23	1.8
2	I usually access the internet to find Information and also post information concerning Noun	67	134	45	45	1.87
3	I like operating and using the projectors and projectors screens at Noun centres	35	70	77	77	1.31
4	I use to download information and lecture materials including students assessment using the e-learning system	69	138	43	43	1.62
5	I love to use the fax machine to send and receive information about Noun to students, colleagues and management	17	34	95	95	1.15
6	I prefer to use the digital satellite system DSS effectively in doing most of my Noun job	44	88	68	68	1.39
7	I like to use the Bluetooth device for fast down loading of new discoveries, teaching and learning materials concerning Noun	59	118	53	53	1.53
8	I use the teleconferencing device to delivers lectures in Noun	48	96	64	64	1.43
9	I like to send and receive mails from Noun's management and students using the internet	78	156	34	34	1.7
10	I do zoom meeting and facilitators with my students and staff members at Noun	49	49	63	63	1.21
11	I use the social media plat form to send relates with students and my fellows staff members at Noun	98	196	14	14	1.89
12	I use the computer based technology (CBI) at the Nouns center	45	90	67	67	1.40

Aggregate man 1.55 (75.5%) criterion mean = 1.5; attitude = positive

Table 1 revealed that the composite (aggregate) mean value (1.55) representing 75.5% of the total respondents was higher than the criterion mean value (5). This indicates a positive attitude. It therefore

means that the facilities in national open university of Nigeria in the South-South, Nigeria have positive attitude towards the use of e-learning system.

### Research Questions two

Table 2: Mean analysis of facilities perception towards usage of e-learning

S/N	Perception towards e-learning	Agree		Disagree		Mean
		NO	Weigh (2)	NO	Weigh (1)	
1	Using the computer and laptop to do work at Noun is easier	87	174	25	25	1.78
2	Accessing the internet to find information and posting information concerning Noun make work easier	69	138	43	43	1.62
3	Using the projectors and projectors screens at Noun centres is unnecessary	51	102	61	61	1.46
4	Down loading and uploading materials assignment online for students makes student lazy and unproductive	49	98	63	63	1.44
5	The use of the fax machine to send and receive information about Noun for which ever reasons is unnecessary	85	130	47	47	1.58
6	The use of the digital satellite system DSS makes teaching and learning more effective in Noun	57	114	55	55	1.51
7	I prefer using the teleconference device to delivers lectures to Noun's student.	48	96	64	64	1.43
8	The use of the internet has made it easy to send and receive mails from Noun's management and	102	204	10	10	1.91

	student					
9	Using zoom for holding meetings and delivery facilities to students and staff members at Noun's a welcome development	82	164	30	30	1.73
10	I prefer using the social media platform to send and relates with students and fellows staff members (colleagues) at Noun as it makes them to access to information easily and collectively	95	190	17	17	1.85
11	I enjoyed the computer based technology (CBT) Centre at the Noun as it makes the work easier and enjoyed	55	110	57	57	1.49
12	I prefer reading e-books & e-materials and using them to teach than hard copies (printed materials)	71	142	41	41	1.63
13	I feel at ease using e-learning system	93	186	19	19	1.83
14	I am comfortable teaching with e-learning tools	68	136	44	44	1.66
15	I am confident about administering exams and assignments through e-learning system	34	68	78	78	1.30
16	I am not disappointed whenever I use e-learning system	73	146	39	39	1.65

Aggregate mean = 1.62 (81%), Criterion mean = 1.5; Perception = positive

Table 2 above showed perception of facilitators in the South-South National Open University of Nigeria from the item analysis, it was found out that the facilitators believed and stated that using the computer and laptop to do work at Noun is easier from the mean analysis, it

was revealed that the composite (aggregate) mean value (1.62), representing 81% of the respondents was higher than the criterion mean (1.5) this means that the facilitators have positive perception towards the use of e-learning system in Noun in the South-South Nigeria

### **Research Question 3**

What is the level of skilfulness of facilitators towards the use of e-learning system in National Open University, South-South, Nigeria.

Table 3: Mean analysis of the level of skilfulness of facilitators towards the use of e-learning



S/N	ITEM	Agree		Disagree		Mean
		NO	Weigh (2)	NO	Weigh (1)	
1	I use computer and laptop to do my academic work	51	102	61	61	1.46
2	I access the internet to find information and also information concerning Noun	65	130	47	47	1.58
3	I operate and use the projector and projectors screens at Noun centres	21	42	91	91	1.19
4	I download information using the e-learning system often	46	92	66	66	1.41
5	I use the fax machine to send and receive information about Noun	15	30	97	97	1.13
6	I use the digital satellite system DSS effectively in doing most of my Noun job	50	100	62	62	1.45
7	I use the Bluetooth device for fast downloading of new discoveries in teaching and learning	32	64	80	80	1.29
8	I use the teleconference device to delivers lectures in Noun	43	86	69	69	1.86
9	I can send and receive mail from the internet	96	192	16	16	1.86
10	I do zoom meetings and facilitators with my student and staff members at Noun	63	126	49	49	1.56
11	I use the social media platform relate with students and my staff members (colleagues) at Noun	74	148	38	38	1.66
12	I use the computer based technology (CBT) at the Noun centres	54	108	58	58	1.48
13	Composite mean	1745				1.40

Aggregate mean = 1.45; criterion mean = 1.5; level of skilful to use = low

Table 3 revealed the level of skilfulness of facilitators to use of e-learning system in National Open University of Nigeria in the South-South, Nigeria.

From the mean summation, it was revealed that the calculated composite (aggregate) mean value of 1.45 was less than the criterion mean of 1.5. This means that the

level of skilfulness of the facilitators to use of e-learning facilities is low

**Hypothesis**

The following hypothesis was posited for the study.

There is no significant relationship between the attitude of facilitators and the use of e-learning system in the National Open University, South-south, Nigeria.

**Table 4:** Chi-square analysis of the relationship between facilitator’s attitude and facilitators use of e-learning in National Open University in South-south.

<b>Response</b>	<b>Observed</b>	<b>Expected</b>	<b>x<sup>2</sup>cal</b>	<b>x<sup>2</sup>crit.</b>	<b>DF</b>	<b>Sig</b>	<b>Decision</b>
Agree	58	56					
Strongly Agree	54	56	0.14	3.84	1	0.05	Accepted

The data in the table reveal the chi-square (x<sup>2</sup>) analysis of the relationship between facilitators perception and the use of e-learning in National Open University in South-South, Nigeria.

Thus, the null hypothesis which stated that there is no significant relationship between the facilitators’ perception and the use of e-learning system in the National Open University of Nigeria, South-South Nigeria was rejected.

**Discussion of Findings**

Finding from the study from research question one showed that available e-learning facilities in the region are internet system, video cameras and compact disk for teaching and learning e.t.c. this

findings in one way confirmed the assertion of Nwana (2009) who denoted that e-learning systems make use of various e-learning materials such as computer, internet and e-mail. Nwana (2009) recorded that most of these materials are available in most tertiary institutions of learning on the other hand that study contradicted Nwana, Ugwoegbu and Oraegbunam (2011) who noted that the only e-learning facilities available in most schools is desktop computers.

In research question 2, the finding shows that study centre have positive attitude towards the e-learning system. This finding is in line with the finding of Whittey (1997) which indicated that

attitude is a major hindering factor to the use of e-learning system in higher institutions of learning. He deduced that the issue of attitude affects both male and female facilitators.

The findings of the study on facilitators perception indicated that facilitators in South-South, NOUN of Nigeria had positive perception towards the use of e-learning systems. It was revealed that most facilitators only reply students mail timely whether they are engaged with extra official duty.

Majority of the facilitators with mean of 4.77 appreciate availability of e-learning systems in the educational system. It was further discovered that they encourage their students to send their assignment, seminar, project etc. through online for quick response. This shows favourable perception of the facilitators towards the use of e-learning facilities. This findings corroborated the findings of Aljaram (2010) who extended their variables perception of facilitators on e-learning study to include perceived system satisfaction to test the impact on teachers' perception of e-learning.

### **Conclusion**

The use of e-learning in this era of technological advancement is inevitable particularly among institutions

characterized with electronic learning system like the National Open University of Nigeria.

Based on the findings from the study. It was concluded that:

1. Though facilitators have positive attitude towards e-learning system, but their attitude is not a significant factor determining their use of the e-learning system in the South-South NOUN.
2. Facilitators in the South-South NOUN has positive perception serving as a significant determinant of their use of the e-learning system.
3. The most influential factors determining facilitator use of the e-learning system in the South-South NOUN is the low level of skilfulness to use and the availability of the e-learning facilities.

### **Recommendations**

Based on the findings the following recommendations were made:

1. All facilitators in the National Open University of Nigeria should be given adequate training and continuous re-training on the use of e-learning system by technology experts to enable them delivers the lectures effectively electronic wise.
2. Government and institutional management through internally

generated revenue should be made to redirect their focus on the provision of adequate, current and functional e-learning facilities for students to access for their academic work.

3. The use of e-learning skill and proficiency should be used as a yardstick for engaging facilitators in all National Open University Centre across the county.

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