# **Project Title: The Effect of eLearning on Nigerian Tertiary education**

## **Introduction**

The advancements in technology over the years has affected all realms of human existence, generally making life easier and faster for people all over the world. The effect of this emerging technology has changed the way humans do things, socialize and educate themselves. (Udochukwu et al., 2019)

Ajadi, Salawu and Adeoye (2008) position on E-learning history in Nigeria points towards the period of development of the country's telecommunication sector in 1886. Since then, the introduction of eLearning has helped to promote adult education by providing multiple learning choices using various technologies that make learning easier and faster (Oguzor, 2011). According to Statista reports (2022), by 2026, the number of users of online universities in Nigeria is should reach 0.3m, with market penetration at 0.1% in 2022 and revenue expected to hit US$13.02m in 2022. This statistic includes students studying for online degrees like Bachelors, Masters, PhD, online certifications such as Harvard and eCornell including other Third-party platforms such as Coursera degrees, edX university certificates.

This research investigates the effects of eLearning, tracing its introduction into the Nigerian environment and evaluating the use of digital resources, online learning, Learning management systems, (LMS) and other forms of eLearning and its effect on the Nigerian student.

**Significance/Contribution to the discipline/Research Problem.**

This research will seek to analyze the effects of e-learning from the student perspective rather than the tutor giving a new view on educational technologies. It will expand on how students are also the end user of these technologies just as much as the tutors or course creators are.

This research will also be contributing to the literature of e-learning systems and the production of reliable feedback on these technologies. While it will explain students' perspective of eLearning systems, it will also help provide tutors, software engineers and IT managers with important information on how to improve their delivery better improved versions.

The research will contribute to E learning technology literature as it will attempt a critical review of the student's interactions with eLearning tools. The research is unique in the approach that it takes, viewing the students as end users, consumers or buyers of eLearning Systems and Technology.

## **Research Question.**

The research will aim at answering the following questions

* What are the common tools for eLearning used in Nigeria?
* What are the views of students on the use of eLearning in Tertiary education in Nigeria?
* Has the use of these technologies aided or disrupted their learning process?

**Aims and Objectives.**

### **Aims:**

The aim of the research is to trace and identify e-learning in the Nigerian situation followed by evaluating Student ease of access, adaptation and preferences, and benefits obtained from e-learning systems as the core focus. This investigation will help developers in future innovations and in improving existing systems.

### **Objectives**

The major objectives of the research were to understand how students have used and adapted to technology and electronic resources in the learning environment. This research will report the use of various eLearning tools, student's view in terms of their access to facilities, preferences and benefits for eLearning in Nigeria.

## **Key literature related to the project.**

Camilleriee and Camillerie (2022) described how the COVID 19 pandemic opened a world for e-learning through video conferencing apps. They evaluated students' response to this shift from physical to virtual classes and their perceptions of these new methods. They concluded in their work that though the virus brought a 200 percent increase in use of educational technologies in the past three years, the trend did not end with the virus but has come to stay.

Udochukwu et al. (2019) outlined various ways eLearning is used in Nigerian Tertiary institution such as:

a) **Online examination:** Also known as electronic examination (e-examination). The use of electronic learning facilities such as Computer based test software, ICT facilities and the internet helps the students to take their examination or assessments regardless of their locations.

b) **Computer based drills:** This is also known as electronic drill which is a combination of programs aided by computer, interactive and or animated platforms which can provide an effective and dynamic study environment. It tests and trains students especially those preparing for an external examination on the possible examination questions.

c) **Online book (E-books):** E-books are now available online and easily accessed academic eBooks in the university digital library. The complete student course outline can be digitized as an e-book and accessible online for students ease of access and use. It helps easy distribution of knowledge among the students and most eBooks are free to download and use for studying and research purposes.

d) **Online counseling:** Lecturers and course counselors adopts communication technology as a channel for providing academic counseling to students either in groups or individually with this practice becoming more popular these days as students are engaged by academic counselors or lecturers for meetings or academic discussions via digital media channels. This medium of communication has been effective as it allows the students to ask questions freely without pressure or anxiety.

## Tanye (2017) argued for a necessary improvement of student satisfaction in the e-Learning system and that these improvements were a joint effort of the enterprise and Higher institutions to support adult eLearners. Tanye (2017) explained that meeting the needs of the end user will help to create a balance of misuse and overuse of eLearning practices. He proposed using student feedback to modify teaching practices as it would also result in benefits to higher educational institutions and help achieve a knowledge-based society.

Olaniyi (2006)) described several benefits of e-learning to students in the Tertiary and adult education. They are listed as follows.

* E learning reduces tuition fees and costs associated with purchase of books, study materials etc.
* Most Digital courses are timely and flexible, allowing the students to work and learn.
* E learning increases student understanding and retention through hands-on application more than traditional training methods.
* It provides a means for tutors to monitor students’ progress in the course study through a school portal.
* Evaluation videos or quizzes incorporated in e learning help to check if students have achieved the performance objectives at every stage of the course.
* Automated user progress remotely monitored by a supervisor
* Interactivity engages users, pushing them rather than pulling them through training.
* Skip redundancy or double up to avoid boredom.
* Self-paced and progressive approach to eliminate frustration of slower learners on themselves, their fellow learners, and the subject matter.

## The lessons are arranged in sequential order, allowing the learner to progress in knowledge.

## Courses can be learned at any location allowing the learner to choose a space that helps to increase knowledge retention.

## Learners may also view or print simple, one-page "quick start" Job Aids that have step-by-step procedures and graphic workflow charts illustrating tasks to be performed.

## In some online courses, testing is self-paced.

To buttress this, (Udochukwu et al, 2019) also investigated the attitudes of students and staff to the use of ICT tools in three Tertiary institutions. They reported that most of their respondents (72%) strongly agree that students are not allowed access to internet facilities in tertiary institutions in Nigeria. 58% of the respondents strongly agreed that the inability to effectively operate ICT make e-learning tedious, inequality of access to technology is a prior challenge to ICT based learning in tertiary institution. and students spend most of their time online engaging and making new friends rather than doing their assignment. While 55% of the respondents strongly agreed that some staff and students do not know how to use ICT tools for learning purposes (Udochukwu et al, 2019).

## **Methodology/Development strategy/Research Design.**

The research literature will be a mix of both qualitative and quantitative data obtained from literature search of the keywords relating to the research topic.

This research will employ the use of secondary data extracted from existing literature to explain the effects of eLearning on the Nigerian Tertiary education system.

The search for data will be conducted using the keywords related to the study such as eLearning in Nigeria, ICT for Nigerian students, Technology in Nigerian Tertiary institutions, students’ attitude to Technology and other relevant topics.

The study will utilize secondary data sourced from the internet as well as library. Journals, Publications and books will provide the basis to explore the relationship between electronic learning systems and Nigerian Tertiary education.

We will employ is the exploratory approach in this research because the data will be collected from the secondary resources. This is as a result of the constraint of time required to deliver this research as this approach is better suited for time and cost constrained research.

**Ethical considerations and risk assessment.**

## As the study is a literature review of previously published or unpublished works, all authors whether academic researcher, journalists, government or institutional statistics used in the research will be properly cited and referenced using the appropriate referencing style.

## **Description of artifact(s) that will be created (if applicable).**

The research will also employ the use of known and relevant theories such as Technology acceptance model, technology adoption models and theories as a guide for creating a suitable framework to analyze the data collected and answer all the research questions

**Timeline of proposed activities**

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| --- | --- | --- |
|  | **Research Chapter** | **Duration in weeks** |
|  | **Introduction** | **2** |
|  | **Literature review** | **2** |
|  | **Methodology** | **2** |
|  | **Data collection** | **1** |
|  | **Findings and Discussion** | **2** |
|  | **Conclusion and Recommendations** | **1** |
|  | **Total** | **10** |

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