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ELECTRONIC-LEARNING FACILITIES AS CORRELATES OF NOUN STUDENTS' ACADEMIC PERFORMANCE IN ILORIN CENTRE

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Abstract

Electronic-learning facilities have played indispensable and inevitable roles in the realization of educational goals particularly at higher institutions. Thus, the study was conducted to investigate electronic-learning facilities as correlates of students' academic performance among NOUN students in Ilorin Centre. A research question was raised and three research hypotheses were formulated to guide the conduct of the study. One hundred respondents were selected using simple random sampling technique. E- Learning Facilities Questionnaire (ELFQ) and Students' Academic Performance Proforma (SAPP) were used to collect data for the study. Descriptive statistics of frequency counts and percentages was used to answer the research questions while the generated research hypotheses were tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. Findings showed that there was significant relationship between e-learning facilities and students' academic performance among NOUN students in Ilorin Centre. It was indicated that, the majority of the respondents agreed that the level of utilization of e-learning facilities in National Open University in Ilorin Centre was high. Based on the findings and conclusion, it was recommended among others that, National Open Universities study Centre should seek for external and internal assistance in the provision of e-learning facilities for students. Digital library services or facilities and students' matriculation numbers should be used and provided. The matriculation numbers will serve as usernames and students can supply their own password. The usernames will allow access to the network from where they are connected to the internet.

Keywords: E- mail facilities, utilization of digital library services, utilization of videophone system, and internet facilities.

Introduction

Society is rapidly transforming into one which is based on information, requiring its citizens to be familiar with and at ease with information based resources and manipulations. For a Nigerian learner not to be left out in what is happening in the world, he has to key into the use and application of internet and this has to start from the foundation of education, which is Information Communication Technology (ICT). Technology is therefore changing at an unprecedented rate and without proper machinery in place; one stands the risk of being left behind.

Information Technology (IT) is considered as one of the most fundamental forces for change in all sectors of our lives. Today many students want to learn online and in turn get degrees from worldwide colleges and universities, but cannot go anywhere as they live in areas where there is no proper communication systems. Consequently, many researchers encourage learning courses under the e-learning system as it saves time and energy of those students staying at a far off distance regions from the universities or colleges they have enrolled (Hubackova&Golkova, 2014).

Indeed, e-learning facilities are increasing in most universities and institutions of higher learning all around the world. E-learning facilities which are also known as web-based learning, is defined as the delivery of education in a flexible and easy way through the use of internet to support individual learning or students' academic performance (Clark & Mayer, 2013). Furthermore, there are different kinds of e-learning system such as blackboard and second life. Both of blackboard and the second life systems are used for attended lecturers, do homework and so many services. For instance, the second life was launched by Linden Lab in 2003 for the public use. It is commonly used for educational trainings. The second life makes the students feel as if they are in the university because it uses 3D technique (Alenezi&Shahi, 2015). The second life has a lot of benefits as people can attend classes at home, engaging in the entirely new forms of communication to interact with others, have an entirely new way to solve the problems that might not been possible to perform in the 'real world' scenario and offers range of opportunities for researchers because of collaboration and connection between the users. Alenezi and Shahi (2015) explained that the second life needs high speed internet connection and computer devices. So some poor countries may be faced with difficulties to use it. The researchers argued that virtual world will be the most effective arm for universities in the near future to support all sorts of distance learning systems. Although there are many drawbacks in the second life applications but its benefits make it at par and attractive. In the current scenario, second life cannot replace traditional online e-learning facilities completely.

Smith (2016), stated that, e-learning facilities are among the most recent types of education systems that has attracted the attention of the educators in the world. E-learning is the method which allows people especially students to take courses from home or anywhere as long as he/she can access the internet, among other platforms such as peer-to-peer, client server, and web services. FatihBaris and Tosun (2013) described the influence of using e-tools in the education process at the high school and concluded the positive influence of this tool on students. In addition, the e-learning platforms allow users to access information on the personal computers while mobile e-learning (M-learning) allows users to access through mobile devices (Zamfiroiu&Sbora, 2014). Therefore, students could interact with their courses online via such technological platforms. However, the success of an e-learning system depends on the understanding of certain antecedent factors that influence the students' acceptance and usage of such e-learning systems.

A teacher determines what to teach, how to teach and thus less concern about the students that is at the receiving ends. There are various approaches being implemented to offset the problems caused by the traditional medium of learning. For instance, online instruction has the capacity to provide opportunities for reflective and integrating learning outcomes. This approach provides the students with an adaptive personalized electronic learning because it is a general term that refers to computer enhanced learning, which involves the use of mobile technologies such as personal digital assistants, MP3/MP4 player, web-based teaching materials and hypermedia in general, which include websites, electronic mail (e-mail), blog, discussion boards, collaborative statements, text chat, games, educational animations, simulations and educational learning software amongst others. The survival of education in 21st century, has increasingly depended on various kinds of electronic delivery and communication facilities that are available as requirement for educational flexibility (Zamfiroiu&Sbora, 2014).

Statement of the Problem

The world is ever dynamic, as new technologies and innovations are discovered and introduced day by day. In developing countries, electronic forms of learning are usually adopted to teach right from the cradle stage of the child in order to enhance the cognitive ability of such child. The same cannot be said about the medium of learning in the educational system of developing countries, such as Nigeria, where the traditional form of teaching and learning is virtually adopted by all schools. Some higher institutions in Nigeria have started building ICT centers, but the remoteness of these centers and their non-connectivity to necessary internet facilities hinder access to e-learning. But, the major problem of this innovation is that all e-learning facilities are not provided adequately with the number of available students in institutions.

There are many problems facing the effective and efficient utilization of e-learning facilities, these include perennial epileptic power supply, high cost of hardware like personal computers (PC) and laptops, technophobia systems in the country, and poor attitude of students towards ICT, among others (Achebe 2012). E-learning facilities need equity in knowledge, acquisition and quality assurance in education in Nigerian universities.

Purpose of the Study

The main purpose of this study was to investigate electronic-learning facilities as correlates of students' academic performance among NOUN students in Ilorin Centre. Other purposes were to:

- i. find out the relationship between e-mail facilities and students' academic performance among NOUN students in Ilorin Centre;
- ii. examine the relationship between utilization of digital library services and students' academic performance among NOUN students in Ilorin Centre; and
- iii. investigate the relationship between utilization of video conferencing system and students' academic performance among NOUN students in Ilorin Centre

Research Questions

A research question was raised to guide the conduct of the study

1. What is the level of utilization of e-learning facilities in National Open University in Ilorin Centre?

Research Hypotheses

- H01: There is no significant relationship between e-learning facilities and students' academic performance among NOUN students in Ilorin Centre
- H02: There is no significant relationship between utilization of digital library services and students' academic performance among NOUN students in Ilorin Centre
- H03: There is no significant relationship between utilization of video conferencing system and students' academic performance among NOUN students in Ilorin Centre

Literature Review

Concept of E- Learning Facilities

Electronic learning refers to the use of modern technologies such as computers, digital technologies, network digital devices (e.g internet) and associated software and courseware in the process of teaching and learning (Wikipedia, 2014). Electronic learning as opposed to distance learning is a term used to refer to all information communication technology devices, networks, internet and other forms of electronic media that can be used to enhance teaching

and learning for impartation and transference of knowledge and skills (Kassa, 2013).

Parts (2013) suggested that “e” in e-learning refers to everything, everyone, engaging and easy in addition to electronic. As the world strives to meet developmental goals, there is increasing recognition of the potentials of electronic learning to meet growing educational challenges. Development in internet and multimedia technologies are the basic enablers of electronic learning with consulting, content, technologies and services as the basic sectors in the electronic learning industry (European Commission, 2008). Electronic learning is a learner-controlled, self-paced education environment where learner have control on the learning environment thereby allowing learners to work at their pace and convenience (Eke, 2011). The changes in education have led to a paradigm shift from teacher-centeredness to learner-centeredness (Orora, 2014).

Despite the enormous growth of e-learning in education and its perceived benefits, the efficiency of such tools will not be fully utilized if the users inclined to not accept and use the system. Therefore, the successful implementation of e-learning tools depends on whether or not the students are willing to adopt and accept the technology. Thus, it has become imperative for practitioners and policy makers to understand the factors affecting the user acceptance of web-based learning systems in order to enhance the students' learning experience (Tarhini, 2014). However, recent studies have shown that e-learning implementation is not simply a technological solution, but also a process of many different factors such as social factors and individual factors (Liaw & Huang, 2011). Moravec (2015) showed how e-learning tools impact students' achievement. The study was attended by nearly 2000 students. According to Moravec (2015), the study compares the results of questions from the area of law where the tool was provided in a pilot version with the results of questions, where the e-learning tool was not provided. The researchers found that the e-learning tools have affected the students' results.

Nevertheless, the belief of the e-learning tool may possibly have a negative effect on students who will depend on given materials was disproved. By using the Cohen's model and based on data collected from 15 documents from relevant research studies conducted on the effect of ICT based e-learning on academic achievement during 2010-2012, Mothibi (2015) examined the relationship between e-learning and students' academic achievement in higher education. The researcher found that ICT had a statistically significant positive influence on e-learning based students' academic achievements. The results also indicated that ICT had a significant positive influence on students' educational overall academic achievements.

According to Judrups (2015), the development of knowledge management and e-learning unsurprisingly are developed for years as both disciplines deal with

knowledge capture, sharing, application, and generation; have vital technological components to enhance learning; and contribute to building a continuous learning culture. Judrups (2015) found that knowledge management and e-learning naturally brings both disciplines closer and supports integration. Model analysis confirmed several integration approaches. The more general approach is to base integration on common ground, which is identified as learning. Nevertheless, these approaches are not implemented in production environment and require necessary technical specification and application support. Jakobsone and Cakula (2015) aimed to get a new perspective on knowledge sharing process, and better understand the future of automated learningsupport system involving the use of new technological opportunities. The major study question was how the automated learning support system could develop the efficiency and quality of further knowledge flow and offer sustainable cooperation between educational institutions and entrepreneurs. The researchers found that the analysis of the information system as an online learning support platform, improved quality of knowledge flow, and recommendations for advancing work-based learning besides the encouragement of efficient knowledge management technologies.

E-learning is the use of Information and Communication Technology (ICT) to deliver information for education where instructors and learners are separated by distance, time, or both in order to enhance the learner's learning experience and performance (Keller 2007&Tarhini 2016). Horton (2011) defines e-learning as a set of instructions delivered via all electronic media such as the internet, intranets, and extranets. However, a big advantage is that the Internet also supports the delivery and use of multimedia elements, such as sound, video, and interactive hypermedia (Masa'deh, 2016). Different Web-based learning systems have been developed for higher education to facilitate learning in a web-based learning setting; these include Moodle, Web Course Tools (WebCT), LAMS and SAKAI, and Blackboard Learn (BBL).

In this age of Information and Communication Technology (ICT), there is growing concern for the use of ICT resources such as the computer, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), radio and microwaves, television and satellites, multimedia computer and multimedia projector in curriculum implementation. In e-learning, curriculum content in the form of texts, visuals, e.g. pictures, posters, videos, audio/sound, multicolor images, maps, and graphics, can be simultaneously presented online to students in both immediate locations (classroom model of e-learning) and various geographical distances (Distance Education model of e-learning) (Aboderin, 2011).

The e-learning facilities are not new phenomenon in promoting education in some parts of the world. Presently, some institutions in Nigeria are using it to promote distance education (DE) and lifelong learning. E-learning facilities

ensure effective pedagogy and curriculum implementation in the computer age. Curriculum implementation is the planning and execution of the contents of curriculum to bring about certain changes in the behavior of the learners and the assessment of the extent to which the changes take place. The primary purposes of implementation are to achieve the objectives of instruction, and achieve retention and transfer of knowledge. E-learning is an instructional medium that permits alternative approaches to curriculum implementation in an ICT age. There is a great link between the curriculum and ICT and that there are three major areas that technology can influence learning: presentation, demonstration, and the implementation of data using productivity tools. The use of curriculum – specific applications such as educational games, drills and practice, simulations, tutorials, virtual laboratory visualizations and graphics, representations of abstract concepts, musical composition and expert systems, and use of information and resources on CD-ROM, online encyclopedia, interactive maps and atlases, electronic journals, and other references.

Indices of E-learning Facilities

Digital Library Services: Two distinct models guide current efforts to make use of the internet in higher education. The first approach seeks to improve existing forms and structures of post-secondary instructions to create "better, faster, and cheaper" versions of today's courses and curricula by means of the internet as it is done through an automated library service. This model emphasizes building an on-campus information infrastructure that provides (or will provide) high-speed internet connectivity to all students, faculty, administrators, and staff. Faculty then can use this infrastructure to improve and supplement traditional courses and degree programs. Library holdings can be digitized and made available both on- and off-campus. Administrative processes can be speeded up and simplified. And although the focus remains on on-campus instruction, this new information infrastructure can facilitate distance learning for many categories of nontraditional, off-campus students. While this model of internet use in higher education requires many changes among faculty, students, and administrative roles and functions, it keeps most existing institutional structures and faculty roles intact (Baer, 2009).

E-mail: E-mail means electronic means of sending and receiving messages. Mails can be sent or received by participants at the same time. One can send and receive e-mail in any sector of the economy at any time. What it requires is that any person who has an e-mail box has at least one e-mail address which is a cyberspace equivalent of a post office address. Examples of some emails sites are yahoo, hotmail, Eudora, and P. mail. Binary information may be attached to e-mail. Examples are pictures, sounds, word processor files and programs

CD-ROM packages: CD-ROM means Compact Disk Read –Only Memory. It is a secondary storage disc and a product of information and communication technology (ICT). Herbert (2007) explained that computer based learning involves the use of CD-ROM packages for teaching and learning. It can be used to store huge amounts of data like text books, periodicals, dictionaries and encyclopedia. The biggest assemblage of library catalogue cabinets in the world now can be contained in a few compact discs (CD-ROM) of about 4.72 inches in diameter and 0.7 ounce in weight. The CD-ROM is found useful for academic adult educators. For example, a CDROM package on Media Techniques in Adult Education can be very useful for distance education classes.

Videophone system: Videophone system is the use of video conferencing computers, effective and efficient telecommunication facilities for lecture delivery. It enables the instructor and the learners see each other face-to-face in the screen and have classroom interaction electronically. In other words, it creates virtual classroom. The learner writes his own lesson notes using his own computer as the teleconferencing is going on; while the educator must be sensitive to the teaching styles of teleconferencing in every tele tutorial session. In this manner, lecture delivery and instructional communication is done with relative ease (Herbert, 2007).

Problems of E-Learning Facilities

The major problems facing the proper implementation of e-learning in Nigerian institutions in general and NOUN in particular are as follows according to Adeogun (2003).

Inequality of access to the technology itself by all the NOUN students the so called digital divide: The cost of a Personal Computer (PC) and Laptop are still very high in Nigeria considering the income of an average worker in the country. Few of the NOUN students that are privileged to have a PC/Laptop are not connected to the internet as this do attract extra cost which they cannot afford.

Technophobia: Most of the students admitted by NOUN have no computer education background, hence they are afraid of operating one. Some go to the extent of hiring expert at a cost to fill their admission, registration, and other documents meant for them to fill online.

Internet Connectivity: The cost of accessing internet is still very high in West Africa. It is as high as \$8/Kbps, while it costs a ridiculous amount of \$0.52/Kbps in North Africa and even lesser in Europe. Most of NOUN Students make use of Cyber Café who charges between #100.00 and #150.00 per hour despite their poor service and slow rate of their server.

School Curriculum: Most of the students admitted by NOUN have no information technology education knowledge because it was not entrenched in the curriculum at their elementary and secondary education level. Not until recently

when computer education is been introduced at elementary level and it is not yet a compulsory subject at the secondary level of our education.

Attitude of NOUN Students: ICT refutes independent learning and most of NOUN students are reluctant to take responsibility for their own learning. But they preferred to be spoon-fed at all times.

Software and License cost: It is very expensive to get some of the soft wares because they are not developed locally, they are developed in Europe and other developed countries to suit their own system and make their own living. The cost and the interpretation of the software put off some of the NOUN students who showed interest.

Maintenance and Technical Support: There are few technical staff to maintain the system, this makes it very expensive for few NOUN students that has a PC to maintain when a technical problem is noticed.

Electricity: The perennial problem in Nigeria is the problem of electricity instability which has been a major setback for our technological development. Some of NOUN students that reside in cities and towns are faced with the problem of epileptic supply of electricity. While majority of them live in rural areas that are not connected to the national grid.

Methodology

This study adopted a descriptive survey of correlational type. The population of this study comprised students of National Open University in Ilorin Centre. Purposive random sampling technique was used to sample twenty students from 5 different departments from the centre. One hundred respondents were selected using simple random sampling technique.

Academic results from 2015 and 2017 were collected and subjected to two courses offered from each department. E- Learning Facilities Questionnaire (ELFQ) and Students' Academic Performance Proforma (SAPP) were used to collect data for the study. The data collected were subjected to analysis using SPSS 21 version. The research questions raised were answered using descriptive statistics of frequency counts and percentages while the generated research hypotheses were tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance.

The research question raised was answered and the generated research hypotheses were tested.

Results

Research Question 1: What is the level of utilization of e-learning facilities in National Open University in Ilorin Centre?

Table 1

Level of Utilization of E- Learning Facilities

Responses	Frequency	Percentage
High	63	63.0
Moderate	29	29.0
Low	8	8.0
Total	100	100.0

Source: Field Work

The analysis of the responses given by the respondents to research question 1. Sixty three of the total respondents representing 63% agreed to the fact that the level of utilization of e-learning facilities in National Open University in Ilorin Centre was high. 29% agreed that it was moderate while the remaining representing 8% agreed that it was low. This implies that the majority of the respondents agreed that the level of utilization of e-learning facilities in National Open University in Ilorin Centre was high.

Hypothesis Testing and Discussion of Findings

H_{01} : There is no significant relationship between e-learning facilities and students' academic performance among NOUN students in Ilorin Centre.

Table 2

E- Learning Facilities and Students' Academic Performance

Variables	N	Mean	SD	Df	Calculated	Critical
r-value						
Decision						
r-value						
E-learning Facilities	100	12.03	2.01			
		98	.212	.195		H_{01} Rejected
Students' Academic Performance	100	24.40	3.04			

Note: $P < 0.05$

The calculated r-value of .212 is greater than the critical r- value of .195 at .05 level of significance for 98 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between e-learning facilities and students' academic performance among NOUN students in Ilorin Centre was rejected. Thus, there was significant relationship between e-learning facilities and

students' academic performance among NOUN students in Ilorin Centre. E-learning facilities enhance students' academic performance.

Ho₂: There is no significant relationship between utilization of digital library services and students' academic performance among NOUN students in Ilorin Centre.

Table 3

Utilization of Digital Library Services and Students' Academic Performance						
Variables	N	Mean	SD	Df	Calculated	Critical-value
Decision						
r-value						
Digital Library Services	100	11.23	1.34			
		98	.202	.195	Rejected	Ho ₂
Students' Academic Performance	100	24.40	3.04			

The calculated r-value of .202 is greater than the critical r-value of .195 at .05 level of significance for 98 degrees of freedom. Thus, the null hypothesis was rejected. Thus, there was significant relationship between utilization of digital library services and students' academic performance among NOUN students in Ilorin Centre. Utilization of digital library services enhances students' academic performance.

Ho₃: There is no significant relationship between utilization of video conferencing system and students' academic performance among NOUN students in Ilorin Centre.

Table 4

Utilization of Video Conferencing System and Students' Academic Performance						
Variables	N	Mean	SD	Df	Calculated	Critical r-value
Decision						
r-value						
Video Conferencing System	100	10.58	1.22			
		98	.199	.195	Rejected	Ho ₃
Students' Academic Performance	100	24.40	3.04			

The calculated r-value of .199 is greater than the critical r-value of .195 at .05 level of significance for 98 degrees of freedom. Thus, the null hypothesis was rejected. Thus, there was significant relationship between utilization of video conferencing system and students' academic performance among NOUN students in Ilorin Centre. Utilization of video conferencing system has impact on students' academic performance.

Discussion of Findings

There was significant relationship between e-learning facilities and students' academic performance among NOUN students. This is in line with Rosenberg (2001) who stated that e-learning as the use of the technology to deliver a broad array of solutions that enhance knowledge and performance. E-learning facilities which are also known as web-based learning, is defined as the delivery of education in a flexible and easy way through the use of internet to support individual learning or students' academic performance (Clark & Mayer, 2013).

There was significant relationship between utilization of digital library services and students' academic performance among NOUN students. This conforms to Ngozi (2010) who revealed that having pre university computer literacy did not account for better academic performance; and students who made use of automated library services were better exposed to academic materials and performed academically better than those who did not make use of the services of the automated library.

There was significant relationship between utilization of video conferencing system and students' academic performance among NOUN students. This is in line with Adebola (2008), who stated that video conferencing system is the use of video conferencing computers, effective and efficient telecommunication facilities for lecture delivery. It enables the instructor and the learners see each other face-to-face in the screen and have classroom interaction electronically.

Conclusion

This study has shown that e-learning facilities, utilization of digital library services and utilization of video conferencing system had significant relationship with students' academic performance among NOUN students in Ilorin Centre. This implies that based on the findings, it was concluded that e-learning facilities will still rank first on students use of the internet facilities, but with lecturers using it as a supplement to classroom teaching and as an information source, the students will utilize the e-learning facilities more for information retrieval on academic and professional issues.

Recommendations

The following recommendations were made in order to improve the E-learning facilities on students' academic performance among NOUN students in Ilorin Centre

1. National Open Universities study Centre should seek for External and Internal assistance in the provision of e –learning facilities for students.
2. Digital library services or facilities, students' matriculation numbers should be used and provided. The matriculation numbers will serve as usernames and students can supply their own password. The usernames will allow access to the network from where they are connected to the internet.
3. National Open Universities study centre should endeavour to establish video conferencing system and ICT centers and provide necessary facilities like computers, web-connectivity and constant electricity supply in the institutions to enhance students' access to e-learning facilities.

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