AVAILABILITY AND ACCESSIBILITY OF E-LEARNING FACILITIES IN NIGER DELTA UNIVERSITY OF NIGERIA FOR QUALITY LEARNING IN A GLOBALIZED SOCIETY

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Abstract - The paper tried to examine the availability and accessibility of E-learning facilities of students and staff in Niger Delta University, Bayelsa State of Nigeria. Descriptive survey research method was adopted in selecting Two Hundred (200) undergraduate students from the University who were used for the study. Two research questions were formulated to guide the cause of the study. Data collected were analyzed using t-test statistical method. Findings from the study revealed that:

- E-Learning facilities are available, but not quite adequate in the school.
- The class or lecture halls/rooms do not have e-learning facilities inside.
- Both staff and students are at liberty to access the computers in the section of e-learning library.
- Light is not always available to enable the students and staff to access the e-learning facilities at will. Recommendations were made, such as:
- Provision of more e-learning facilities for students and staff of the University.

Improvement of light system in the University.

Keywords - Availability, Accessibility, Facilities, E-learning, Quality learning, Globalized Society.

I. INTRODUCTION

The role of E-learning in teaching and learning process in Nigeria cannot be overemphasized. E-learning is one of the most efficient tools for advancing knowledge skills and development in any nation. It is very necessary in Nigeria Tertiary Institutions.

E-learning is a learner-controlled, self spaced education environment, where the learner has authority over the learning environment, thereby allowing learners to work at their pace and convenience.

Electronic Learning (e-learning) is a component part of Information and Communications Technology (ICT) that involves the application of information technologies, and communicating same through electronic gadgets. It can also be referred to a type of learning and knowledge derived from the use of computer aided gadgets. Conole and Davis in Emesini (2014), see e-learning as the application of advanced learning technology that is computer based that makes delivery of lesson flexible, interactive and long lasting. Eya (2006) opins, that e-learning is the largest and the most challenging application of ICT in the delivery of education.

The role of e-learning in teaching and learning process in Nigeria therefore cannot be overemphasized. E-learning has been known and accepted as one of the most efficient tools for advancing knowledge, skills and development globally. The availability and accessibility of such important 21st Century learning facilities will improve quality of learning and effective productivity among students and staff in Niger Delta University.

II. STATEMENT OF THE PROBLEM

The world as a whole is technologically getting advanced with great speed. The world is now referred to as a global village. The reason for this assertion as agreed with Asumbe & Raymond (2012) is attributed to the influence of Information and Communication Technology (ICT).

E-learning as a matter of fact is fast becoming popular in teaching and learning in our educational system at all levels, especially at the tertiary level.

Mode of learning in tertiary education in Nigeria therefore has to be emphasized in line with global best practices.

E-learning involves effective learning with the aid of computers and other information technologies which serve as learning aids. It is very unfortunate to note that so many tertiary institutions in Nigeria, including Niger Delta University do not have sufficient of such important E-learning facilities for students to access for effective learning.

Apart from insufficient e-learning facilities, there is also the problem of internet connectivity, coupled with the problem of constant power outage. All these challenges to a large extent affect the students access to the e-learning facilities in school.

III. PURPOSE OF THE STUDY

The purpose of the study is to find out the availability and accessibility of E-learning facilities in Niger Delta University.

Specifically the study was to find out:

1. The extent to which E-learning facilities are available for students in Niger Delta University.

2. The extent to which the students can access such facilities.

Research Questions

The following research questions were formulated to guide the cause of the study:

1. To what extent are E-learning facilities available for students to use in school?
2. To what extent can the students have access to such E-learning facilities?

Significance of the Study

This study will actually go a long way to further create greater awareness to the students and the University Community on the relevance of E-learning in having quality teaching and learning in this 21st Century. It will also give a Clarion call on the management of the University to belt up and do the needful; by providing the necessary E-learning facilities having acknowledged the efficacy of E-learning.

IV. METHODOLOGY

The study adopted a descriptive research design in selecting two hundred (200) students which cuts across all levels and gender. Random sampling technique was used in selecting such students.

Instrumentation

The instrument used for the study was a structured questionnaire titled: Availability and Accessibility of E-learning facilities in Niger Delta University (AAELFNDU). The items were constructed from the two research questions earlier stated.

Validity of the Instrument

The research instruments were vetted by experts in statistics in the University, corrections made were incorporated into the work.

Administration of Data

The questionnaire items were administered to the respondents personally by the researcher and were all retrieved back.

Data Analysis

Data collected were analyzed with the use of T-test 4 point mean and standard deviation (ẍ) statistical method.

Data Presentation and Analysis

Data were analyzed in line with research questions.

Research Question One 1:

To what extent are E-learning Facilities available for Students in the University?

S/N	ITEMS	DEGREE OF RESPONSES					
		SA	A	D	SD	ẍ	Decision
1.	University has E-library	200	0	0	0	4.00	Accepted
2.	University has E-resource centre	2	0	108	90	1.57	Rejected
3.	The E-library has sufficient Desktop Computers	20	40	100	40	2.20	Rejected
4.	The E-library does not have sufficient desktop computers	50	110	10	30	3.20	Accepted
5.	There are computers in all the Lecture halls/rooms	0	0	30	170	1.10	Rejected
6.	Only few lecture halls/rooms have computers	0	0	20	180	3.90	Accepted
7.	The lecture rooms are not furnished with computers	180	20	0	0	3.90	Accepted

Table 1: Extent to which E-learning Facilities are available in School.

From the above table, items 1,4,6,7 are accepted because their mean scores are above the decision criterion of 2.50 which is an indication that the university E library does not have sufficient E- library facilities. The table also showed that the lecture halls/rooms do not have E-learning facilities, this is because items 2, 3 and 5 have criteria mean below 2, 50, hence the items are rejected

Research Question Two

To what extent can the students access E-learning facilities in the library?

Items	Degree of responses						
		SA	A	D	SD	X	DECISION
1.	The students are at liberty to access and make use of the computers in the E-	150	50	0	0	03.5	Accepted

	library						
2.	Only the library staff are at liberty to access and make use of the computers	0	0	25	75	1.13	Rejected
3.	The library staff and other staff of the university are the only persons allowed to have access and make use access E-learning facilities	0	0	105	95	1.53	Rejected
4.	Both students and staff are at liberty to access and make use of the computers at the E-library	130	43	27	130	3.25	Accepted
5.	There is steady light in the E-library beyond 4pm to use the E-library facilities	0	20	100	80	3.23	Rejected
6.	There is no steady light beyond 4pm into the E-library beyond 4pm to use the E-library facilities	80	100	20	0	3.90	Accepted
7.	The computers in lecture hall are specifically to be used by the students alone	0	0	25	175	1.13	Rejected

Table 2: Extent to which students can access E-learning facilities in the library.

Items 1, 5 and 6 in the above table 2 are a clear medication that the students are at liberty to access the E-learning facilities in the E-library. This is clearly seen from their mean scores of 3, 75, 3.23 and 3.90 tht5 are above the criteria mean of 2.50, meaning the items are accepted. Items 2,3,4,7 respectively have mean scores below the criteria mean of 2.50, an indication that the items are rejected

V. DISCUSSION OF FINDINGS

The findings from the study have revealed that the University has E-library with E-learning facilities. But the truth remains that the facilities such as desktop computers are not enough. This is seen from the students' responses where one hundred and forty (140) or 70% of the students responded in the negative. Their responses are in line with Gabadeen and Alabi (2015), Emesin, (2014) who attest that lack of sufficient E-learning facilities pose serious problems for effective learning in higher institutions in Nigeria.

The study also revealed that although University Staff can have access to the facilities in the E-library, students have greater access more than the staff. The study also revealed that the lecture halls and rooms do not have e-learning facilities in them. This is not good enough, because having e-learning facilities such as electronic overhead projectors; Microsoft PowerPoint in the class can enhance learning. Agreeing with Alabi (2001), multimedia class presentation has large improvement on students learning. Students using forms of learning technologies as tools for learning have experienced an increased sense of control and increased levels of intrinsic motivation. The study also revealed that the University does not have sufficient computers that can serve a good number of the students at the same time. This to a large extent can affect the students learning and access to the facilities when they are in dire need of them. Agreeing with Manimegalai and kumar (2017), when the students are provided with sufficient e-learning and its technologies provides lots of students in achieving further studies, enhancing their knowledge life style.

The study also revealed that there is unsteady light supply in the campus. It has become a daily occurrence in the campus that when ones it is 4pm, light goes off in the campus, this to a large extent affect the students, they are unable to make use of the internet when they want to. Alumode (2013) decried that power outage has been a serious challenge to all sectors of the economy in the country

VI. CONCLUSION AND RECOMMENDATIONS

With the emergence of World Wide Web (WWW), the world of teaching/learning has adopted e-learning as an innovative strategy not only in education, but in all sectors. It is seen as a panacea for problem of access and quality faced by educational system. E-learning system of education, though relatively new in Nigeria system of Education, its advantages are exciting and very encouraging. It is therefore very expedient that tertiary institutions in Nigeria, Niger-Delta University inclusive ensure that they are fully adapted to its use to the fullest.

RECOMMENDATIONS

Based on the findings, the following recommendations are put forward:

1. University to provide more E-learning facilities such as computers to the school
2. E-learning facilities such as over-head projectors, Microsoft-Power Points should be fixed in lecture halls
3. Light system should be improved. Let there be light in the campus 24 hours.

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