

# E-Learning And Productivity In Education In Tertiary Institutions In Cross River State Nigeria

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*Abstract: The study predicated on the clear appreciation of the new Educational System delivery, e-learning and its impact on Educational Productivity in Tertiary Institutions in Cross River State. In the background to the study a position is held that the new system has an array of possibilities for Educational productivity and transformation but in the problem statement there is the dire necessity of understanding the specific direction of Education productivity. The snag remains concerning the true perspective of qualitative productivity or quantitative productivity. The objectives were directed along these arguments concerning a clear appreciation of the true contribution of the system to Educational productivity. The review undertook relevant examination of the various contributions of e-learning through several information and communication media such as face look, twitter, linkedin, u-tube and so on. In the review social media network is the most favoured media in contribution to Educational progress presently. The methodology encapsulated description of the study design, area of study, study population, sampling techniques, method of data collection, instruments for data collection and the method of data analysis. Following the decision rule, the F-tabulated is greater than F-Critical at alpha level of 0.05 degree of significance. Therefore the alternative hypothesis is accepted indicating that E-learning has made substantial contribution to educational productivity in Tertiary institutions in Cross River State.*

## I. INTRODUCTION

E-learning refers to the new educational systems delivery based on computer assisted learning. This is a form of mechanised system of education which departs fundamentally from the old system of education delivery involving face-to-face interaction between the teacher and the learner and the teacher could device their distinct timeline of learning and assessment, while the old Socratic system advocates close-contact learning, the new system facilitates and encourages distant learning and mass delivery programmes.

The new system reduces the demand for printed books and other materials in physical media housed in libraries for their knowledge systems delivery. There is a vast array of learning material are provided by the internet and the world wide web. The system is not limited to time, place or constrained by number virtual libraries and other forms of

electronic learning system has added a prodigious mass of up-to-date information to be available for learning (Oleforo 2012)

Through the E-learning delivery system, wide arrays of opportunities are provided to students for access to knowledge such as face Book, Twitter, UTUBE, and so on. These outlets open up a lot of vistas to students to learn.

However the direction for this study is on unravelling the true essence of productivity in learning. Learning productivity is being viewed here from two opposite angles i.e. mass learning productivity or quantitative productivity and qualitative productivity. There is also content productivity or subject matter productivity where the mass of information can be discerned out without consideration to effective learning. This study is primarily interested in elucidating the true perspective of productive learning along these diverse lines.

## STATEMENT OF THE PROBLEM

E-learning introduced a new paradigm into Educational pedagogy where mass literacy is a glaring feature of it. E-learning provides a wide range of opportunities for learning without border. In other words, restriction to learning is outside E-learning domain. Today you can learn everywhere, every time and anyhow. The existing window that this research work entails to achieve borders on a clear appreciation of the true essence of the term, productivity in learning. What is the true explanation of learning productivity? To what extent has the open access to "Education for all" encouraged qualitative Education? How well has the new barrage of internet learning system support subject matter mastery by students. In what direction does the new e-learning perspective encouraged reading culture? Are learning perspectives of the old school models of problem solving pedagogy such as insight learning critical thinking and so on common features of the E-learning model.

Does the e-learning model encourage applicative learning and transfer of knowledge. These and many more unstipulated form the key tenet of the problem definition of this proposed study.

## JUSTIFICATION OF THE STUDY

Arising from the findings of this research information will be gleaned on the actual ways learning productivity is being achieved. On a general note, this study becomes expedient as a basis for extending the frontier of knowledge. In another sense the psychological and philosophical basis of the E-learning mode will be well understood. It will serve as a basis for an appreciation of the actual direction our current Educational system is taking in order that the right policy frameworks may be instituted for appropriate Educational reforms.

## OBJECTIVES OF THE STUDY

- The study is focused on the following amongst others.
- ✓ A clear appreciation of the positive contributions of E-learning system to our current Educational system
  - ✓ To examine the extent which e-learning has encouraged ideals of reading, writing, cognitive operationalism etc.
  - ✓ To assess the extent to which e-learning has encouraged creativity in learning or problem solving approach to learning.
  - ✓ An appreciation of the contribution of e-learning systems to qualitative Education.

## HYPOTHESIS

Predicated on the objectives, the hypothesis is stated as follows:

Ho: E-learning has not made any substantial contribution to learning in our Educational system.

Hi: E-learning has made substantial contributions to learning in our Educational system

Table 1 below conveys field representative data for analysis of two way analysis of variance for statistical testing of hypothesis.

## LITERATURE REVIEW

A great deal of evidence exists in support of the new system of delivery called E-learning or virtual learning. E-learning is a brainchild of information and communication technology (ICT). ICT is a process of networking, connecting any part of the globe through television, telephone, computer etc (Emesini 1999).

Umoren (2006) spoke on the array of advantages of E-learning through ICT mode of instructional delivery that facilitates access to information anytime, anywhere. Thus, that it is not limited to space or geographical boundary. That online course materials may be accessed 24 hours. Further on that it doesn't require that the learner and instructor(s) to be in one physical location.

The new system of educational system delivery is "Education made simple" for the learner based on a variety of access device or net work sites such as face book, LinkedIn, my space, Twitter, Youtube etc. (Bala 2013)

The early notion of the e-learning system was that "circulation of internet system was isolation of individuals from society (Kkarant et al 1998). Today, generation of students are digital natives who were raised up in web enriched world where technologies are playing an integral role in human life and where new advancement is fast growing. The students have interest in digital technology from an early age (Bala 2013), following Lange (2018) study shows that 57% of online teens create content for the internet. These teens or digital native accomplish some of the following:

Create a blog, on personal, create web page for schools or friends, organization. Thus to engage students net age teachers and faculties must explore online tools such as social net work sites to adjust to classroom or online teaching environment.

Ehoa (2011) in his findings reported that students prefer the moderate use of Information and Communication Technology (ICT) in their classroom viewing the use of new technologies such as blog, wites and 3D virtual world. further on that students positively respond to the merger of the new technology into teaching and learning process provided that the technology used is properly merged into the learning process. Sekoyn (2000) reported that social net working sites such as the face book has become important tools for cultural and social development in particular engagements in the college community.

Boyd (2004) maintained that social network sites help students to publicly display their identify, information and transverse online social networks worldwide connecting with others. The younger generations have had access to more than personally – owned technology than any previous generation and they naturally know what to do with it. In this sense, the younger generation are referred to as digital natives while the older ones are called digital immigrants (Shoefield and Taylor 2011).

Thus, in line with the above authors, the digital natives push to towards the mobile trend (Mobile learning network 2011).

## BENEFITS OF MOBILE LEARNING

Mobile learning is a form of E-learning systems. The advancement in Technology and high level of mobile phone

usage made mobile devices ideal target for mobile learning application (Shoefield and Taylor 2011).

Mobile learning is one sure means of advancing social norms among people. The mobile phone is one instrument for Educators to tap into the new behaviours and technologies rather than try to change it. Following Shoefield and Taylor (2011) the benefits of mobile learning include highly easily digital learning for increasingly learning for busy educators and learners “just enough learning”, convenient, flexible and relevant learning at the exact moment learning “just in time learning”. Another benefit called “just for me” learning” relates to the suitability of E-learning mobile mode to individual needs.

Considering the few listed benefits, mobile e-learning has a lot to offer in terms of productivity in education or the tenets of mass literacy or learning without borders.

## II. METHODOLOGY OF STUDY

### STUDY DESIGN

This study is a field survey design directed data collection from the subjects by way of exploration and field practical demonstration.

### AREA OF STUDY

The area of study, is Cross River State is a geopolitical entity with diverse ethnic groups or linguistic differences. There are a handful of tertiary institutions in the state. Some owned by the Federal Government while others belong to the state. The existing Federal Government owned institutions in the state are the university of Calabar established in 1975 and the Federal College of Education (FCE) Obudu. The state owned institutions are, Cross River State College of Education, Akamkpa, Cross River University of Technology (CRUTECH) with multiple campuses such as in Calabar, Obubra, Ogoja and Okuku Yala, and the Institute of Management at Ugep Yakurr Local Government Area.

### POPULATION OF THE STUDY

The population comprises final year undergraduate students or final year students engaged in computer Programmes in tertiary institution in Cross River State. This choice is informed by the perceived insight that this group has received appreciable tutelage from their respective systems and so could be used as “Guinea pigs” for the experiment

### METHOD OF SAMPLING

Sampling was carried out stagewise as: – Area/cluster or campus delineation. This will consider location of school and institution capacity in terms of students population, campus selection of faculties or schools within the campus and stratified sampling based on selection on the criterion of sex (Male/female).

### SAMPLE SIZE

Sample size is 1250 (one thousand two hundred and fifty) respondents cut across the campuses used for the study.

### INSTRUMENTS FOR DATA COLLECTION

The primary instrument used in field data collection is the questionnaire. The questionnaire was administered to the subjects and withdraw insitu.

### METHOD/PROCEDURE FOR DATA COLLECTION

- Data collection took the following sequences:
- ✓ Aerial/mapping/reconnaissance survey.
  - ✓ Field trail run: here pilot instruments was administered in the field.
  - ✓ Final field data collection where questionnaire was administered alongside other surrogate measures.

### METHOD OF DATA ANALYSIS

Following field data collation and organization, data was analysed using the statistical technique of two-way analysis of variance to determine the variation in perspectives between respondents.

#### *Anova: Two-Factor Without Replication*

SUMMARY	Count	Sum	Average	Variance		
Row 1	9	405	45	54.5		
Row 2	9	411	45.66667	58		
Row 3	9	236	26.22222	27.94444		
Row 4	9	213	23.66667	16.5		
Self Learning Advantage	4	129	32.25	194.9167		
Rapid learning properties	4	140	35	319.3333		
Skill acquisition propensity	4	142	35.5	246.3333		
Programmed learning Mode	4	141	35.25	221.5833		
Insight learning advantage	4	158	39.5	145.6667		
critical thinking potential	4	152	38	144.6667		
Multiple skill acquisition	4	142	35.5	131.6667		
Dynamic learning mode	4	119	29.75	7.583333		
Enhancement of information surface	4	142	35.5	177.6667		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	3772.75	3	1257.583	30.31843	2.48E-08	3.008787
Columns	260.0556	8	32.50694	0.783693	0.621334	2.355081
Error	995.5	24	41.47917			
Total	5028.306	35				

### DECISION RULE

Here, we can see that F-tabulated is greater than the F-calculated at alpha level of (0.05). We therefore accept the

alternative hypothesis and reject the null hypothesis and conclude that E-learning has made substantial contribution to learning in our Educational system.

### III. RESULTS/FINDINGS

Arising from the decision following the two-way analysis of variance the F-tabulated is greater than the F-calculated so the alternative hypothesis was upheld while the null hypothesis was rejected indicating that there is a significant/substantial contribution of E-learning to productivity in Education in Tertiary institutions in Cross River State, Nigeria. This derives from the overwhelming positive affirmation to all the parameters of learning productivity in Education generally. This affirmation is in line with previous findings by some scholars in the field such as Shoefield and Taylors (2011) postulates that “advancement in Mobile learning technology and high level of phone usage made mobile devices ideal target for learning application”. These scholars went further to advocate that mobile learning is one sure means of advancing social norms among people.

There is also the strong benefit of this system deli very based on enhancement of individualistic perspectives of learning. In this sense it is on record that younger generation are quite at home with this systems of instructional delivery than the older generation and so the former are referred to as digital native while the latter are called digital migrants (Shoefield and Taylor, 2011). This conception predicates on the philosophy that education is a value based enterprise and so deriving from the current emphasis on technological advancement of societies e-learning is prima facie.

Still in conformity with existing advocacies several positive sides of E-learning have been gleaned for our field inquiry as regards its contribution to problem-solving and insight learning in support of Boyd's (2004) advocacy that “Social network sites help students to publicly display their identity, information and transverse online social network worldwide connecting with others. This points to the current essence of global citizenship challenges that face citizens in all parts of the world. In todays globalized world individuals must navigate the world for the achievement of global competency.

From the view of qualitative education, it has been proven that E-learning stands out as garnered from our field study where it was recognized that E-learning contributes to enhanced creativity in learning as earlier advocated by Lange (2018) who study revealed that about 50% of online teens create content for the internet through accomplishment of such feats as “creating a blog”, creating a web page for schools or friends or organization etc. this in effect follows that e-learning contributes significantly to discovery learning based on the Original tennet of Skinners computer assisted mode of instruction.

Concerning the value of E-learning to enhancement of numeracy, literacy and cognitive operationalist, there isn't much to be recognized based on the practical observation, the culture of reading has waned significantly. The current digital natives have less attraction for literacy engagement but rather more attention is paid to digital operationalism. Scarcely can the digital native engaged in the simplest operation of mental

arithmetic without resorting to the use of the calculator with phone. This flaw of the E-learning mode of enquiry must be addressed before we arrive at a state of production of digital Roberts with non academic orientation.

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