A Comparative Study of the Challenges of E-Learning in Nigerian Universities

Authors : J. N. Anene, A. A. Bello, C. C. Anene

Abstract : The paper carried out a comparative study of the challenges of e-learning in Nigerian universities. The purpose of the study was to determine if there was a significant difference in the challenges faced by students in e-learning in Nigerian Universities. A total of two hundred and twenty-eight students from nine universities constituted the sample for the study. A simple random sampling technique was employed in selecting thirty–two students from one of each university in the six geo-political zones of Nigeria. The questionnaire based on 'yes or no' and column charts constituted the instrument employed in the study. Percentages were used to analyse 'yes or no' while column charts were used to compare responds of the students. The finding of the study revealed that majority of students in all the universities under study claimed that their universities lacked appropriate software, that good quality educational content online was lacking, they also agreed that sustainability of e-learning was not prioritized, that they had no access to appropriate content for ICT-enhanced learning and training and that they had access to affordable and reliable computers. For lecturers, the computer certification should be the first on the list of promotion requirements. The finding of the study revealed that students from seven out of nine universities confirmed that their universities lack of appropriate software whereas the other two claimed that they have appropriate software. Also, out of nine universities, two disagreed to the fact that good quality educational content online lacked, whereas seven agreed that they lacked good quality educational content online. The finding of the study also revealed that most of the respondents in almost all the university under study agreed that sustainability of e-learning was not prioritized. The study recommended among other that the Nigerian Government should make concerted effort to provide the enablement for all lecturers and students to become computer literate. This should be done within a time frame, and at the end of the computer course, certificates should be issued, and no student should graduate in his or her field of study without passing the computer course.