

NIGERIAN UNIVERSITY LECTURERS INTENTION TO ADOPT MASSIVE OPEN ONLINE COURSES (MOOCS)

Abubakar Mu'azu Ahmed

Muhammad Rafie Mohd Arshad

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Abstract

Nigeria has a total of ninety public universities that comprises of 43 federal and 47 state owned universities. However, there is still increase in the demand for higher education through Nigerian public universities, while economic recession is limiting the availability of required physical infrastructures to cater for the demand. Thus, almost one million (1,000,000) people are being denied access to higher education every year and a total of 65million Nigerians are illiterates. This is a clear indication that unless corrective measure is taken through the adoption Massive Open Online Courses, Nigeria will in the nearest future experience high level of "forced illiteracy". Therefore, this study proposes to investigate the intention to adopt MOOCs within the context of Nigerian public universities. Currently, only one out of ninety public universities have adopted MOOCs. The study of the intention to adopt MOOCs can help raise the rate of elearning and access to higher education in Nigeria by facilitating the adoption of MOOCs by investigating the factors that affect the lecturer's intention to adopt MOOCs. Additionally, factors that determine the intention to adopt MOOCs will be investigated. The study is motivated by the increase of Nigerian population which is currently 197 million and it is expected to increase to 300 million by 2050. Thus, which also promote the level of illiteracy in Nigeria and results in the increase of forced illiteracy due to inaccessibility of higher education and lack of admittance to the public

universities which are now 90 in number. Significantly, the proposed study will enable the Nigerian public universities to mitigate the potential threats ("forced illiteracy") that tend to occur due to the lack of access to education for the Nigerian populace by opening their access to all through MOOCs.

Keywords: Lecturers, MOOCs, Intention, Adoption, Universities, Nigeria.

1 INTRODUCTION

Access to Higher Education in Nigeria is a long standing problem [1]. Hence, it can be clearly seen in recent years that many qualified applicants are been denied access to higher education and the number keeps multiplying. The overall education statistics of Nigeria are not inspiring. The indicators are very low compared to other developing countries. However, 65 million Nigerians are illiterates and the number keeps increasing [2]. However, the effect of lack of access to higher education lead to life long struggles in poverty, because poverty and education are inextricably linked [3]. Definitely, this is a clear indication that unless corrective measure is taken, Nigeria will in the nearest future experience high level of forced illiteracy and idealness which could result to an increase of insecurity, unemployment and poverty among the youths in the country. This has been an increase in the demand for access to higher education in Nigeria especially into the Public Universities. However, economic recession is

limiting the availability of required physical and infrastructural facilities needed to cater for the demand of admission into Nigerian public Universities. In the year 2016/2017 session alone, there were more than one million, eight hundred thousand (1.8 million) candidates who registered for the entrance examination into Nigerian public universities while only 468,000 admission spaces were available. Thus, only 26 percent of the total applicants could be admitted in that sessions alone [4]. Moreover, in the 2017/2018 sessions, only about 24% of the students gained admission into the Nigerian public universities [4].

Although Nigerian Universities have the plan to adopt Massive Open Online Courses (MOOCs), they do not have the material information of the level intention to adopt MOOCs in among the Nigerian Public University lecturers [5]. Nigerian context, they seem to lag behind in exploiting ICT solutions to the fullest. Perhaps, the sluggish diffusion of internet from 0.1 percent in 2000 to 7.4 percent in 2009 especially among those living in urban cities [6]. Further, in categorizing the stages of ICT adoption in Nigeria's education sector into four – emerging, applying, infusion, and transformation, Eze et.al (2010) emphasized that only few sectors in Nigeria have implemented ICT beyond the emerging stage. However, there is no existence of any guideline about the determinant intention to adopt MOOCs within the academic staffs (Lecturers) of the Nigerian public Universities. Unfortunately, the discovery of existing studies cannot be generalized and used as guidelines in the context of intention to adopt MOOCs since the existing investigation reported inconsistent result about the determinant of user's intention in different setting. The example is attitude toward m-learning subjective norm and behavioral control influenced their intention to adopt m-learning [7]. Zhou (2016) states that learners view's themselves and of the technology directly determine their intention to attend MOOCs [8]. Thus, the study intends to develop an

implementation guideline based on the findings of the intention adoption of MOOCs within the context of Nigerian public Universities. However, based on the problem statement the study intends to examine the level of adoption of MOOCs among the Nigerian public Universities lecturers. Thus, the impact of independent variable (I.V) perceived usefulness, perceived ease of use, perceived performance and expectation and dependent variable (D.V) Intention to adopt MOOCs. Definitely, the understanding of adoption MOOCs by Nigerian public Universities lecturers presents a significant way solve the problem of inaccessibility of higher education. Importantly, MOOCs bargain a revolution in learning based technology and give limitless access, which in return will give the students the world wide access without boundary and also promotes access to higher education. Statistics has shown that only one Nigerian public university have implemented MOOCs [9]. Subsequently, the National Open University of Nigeria (NOUN) has built MOOCs in 2016 to specifically respond to needs of learners and demand of more than one million students that are denied access to higher education across Nigeria [10]. Henceforward, there is need to research on the intention to adopt MOOCs among Nigerian public universities lecturers in order to plan and prepare for the implementation based on this research. Previous literature has look at the problem of MOOCs awareness in Nigeria perspective without targeting a specific group. Therefore, this study intends to look at the adoption of MOOCs in Nigerian Public Universities Lecturers from an individual point of view.

2 PROPOSED WORK

This study has been centered to focus on the adoption of Massive Open Online Courses by the Nigerian public university lecturers. The objectives of the are;

1.To develop an adoption model for the framework that will assist to study the intention to adopt MOOCs among Nigerian Public Universities Lecturers using Technology acceptance (TAM) model 2.To examine the effectiveness of perceived usefulness, perceived ease of use, on the adoption of MOOCs in Nigerian public universities.3.To investigate factors that determine the intention to adopt MOOCs.

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