The Goals of E-Learning and Distance Learning Towards The Educational Development of Nigerian Public Service

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Abstract.
The goals of e-learning and distance learning towards the educational development of Nigerian Public Service cannot be overemphasized, hence the need to create more awareness on how to acquire higher academic knowledge on the work using e-learning and distance learning technologies. This paper therefore, examines the level of ICT and e-learning literate, assesses the level of e-learning utilization by the Nigerian public servants as well as to ascertain the percentage of public servants that has got their highest educational qualifications using one form of e-learning or the other between 2010 to 2013. The survey was done using random sampling of 10 different federal government agencies and 5 public secondary schools in Abuja Municipal and Kuje Area Councils all located in FCT Abuja. 200 questionnaires were administered randomly to the staff of these agencies. The responses were collated and analyzed using two computer packages and inferential statistics. The study reveals that many public servants are becoming aware of e-learning and distance learning owing to the fact that different types of phones are now in Nigerian market. The study further shows that many public servants are now taking advantage of the e-learning and distance learning programme to upgrade their academic status without necessarily leaving their duty post. It is strongly recommended that government agencies should advise their staff to always take advantage of e-learning and distance learning programme whenever they want to proceed on further studies instead of leaving their duty post for full-time studies.

Keywords: e-learning, distance learning, academic qualifications and multimedia technologies.

I. Introduction

E-Learning can be described as a method of receiving or sending an instructional materials or message through electronics means. In order wards, it means delivery of teaching and learning through the use of electronic media.

E-learning is also a method of accessing academic or non-academic messages through the use of multimedia technologies such as tape, CD-Rom, radio, internet, intranet etc. e-learning is a method of interactive technology that encourages a system of lifelong learning. Because of the flexibility in the e-learning mode of teaching and learning, any individual interested in learning can still do that irrespective of age, location and place.

Ideally, the lack of productivity in Nigerian public service could be attributed to a lot of factors which may include too much quest for more academic qualifications. In fact, this factor makes a lot of public servants to always leave their duty post at unauthorized office days and hours in pursuit of their academic excellence which in turn affect the productivity of the service. As a result of this, the study has examined a more convenient and stress free option of learning that will not in any way affect the productivity of Nigerian public service. Hence the need to create more awareness on how to acquire higher academic knowledge on the work using e-learning and distance learning technologies.

E-Learning is all about learning process that encourages lifelong learning but not really the technology involved. E-Learning is kind of learning where dissemination of information is aided by the use of multimedia technologies. E-Learning can also be described as education through the use of electronics.
means. The process of acquiring skills and knowledge through the use of standalone system is known as e- learning. In today’s learning, the process by which information is send or received through web – based, virtual classrooms, CD-Rom, satellite or TV etc is regarded as e – learning. Any form of interaction related medium can be regarded as e - learning.

II. Comparative analysis of e – learning and distance learning

E – Learning and distance learning are sometimes used interchangeably. But the two terms are not the same. The inability to establish a clear difference between e – Learning and distance learning is what is still confusing many people today especially when it come to the role each of them plays in ICT education. Distance learning ensures that the learner or the students visit the study centre or the school of study once or twice in a week or as case may be for the purpose of receiving instructional materials thus making a clear distinct from e – learning where by the learner constantly receives instructional materials via multimedia technologies. Also the clear comparison of e – learning and distance learning are summarized in the table below:

<table>
<thead>
<tr>
<th>S/N</th>
<th>e – learning</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Physical separation of learners and instructor.</td>
<td>Separation of learners and instructor for sometimes say one week or more.</td>
</tr>
<tr>
<td>2.</td>
<td>24 hours linkage of the learner and instructor.</td>
<td>Linkage only at a fixed or scheduled time and place.</td>
</tr>
<tr>
<td>3.</td>
<td>Learners and instructors separated by non contagious means of communication</td>
<td>Learners and instructors are linked by contagious means of communication</td>
</tr>
<tr>
<td>4.</td>
<td>Online supervision of student by the teacher.</td>
<td>Physical supervision of students by the teacher.</td>
</tr>
<tr>
<td>5.</td>
<td>Uses online to communicate with learners.</td>
<td>Uses face – to – face to communicate with learners.</td>
</tr>
<tr>
<td>6.</td>
<td>e – Learning concentrates on the students not the teacher.</td>
<td>Does same.</td>
</tr>
</tbody>
</table>

III. Some of the Merits of e – learning

- e – Learning alternative, when used tend to bring out the best in an individual.
- In an e – learning platform, the individual learner determines his conducive time, where and how to study.
- Different multimedia technologies are always available for the learners to utilize any convenient one.
- The schools of study always ensure that all the programme being run by the school are all accredited by the relevant institutions.
- Options are always set whether formal or informal teaching to accommodate every individual aspiring to learn.
- e- Learning offers a wide range of choice including illustration through simulation and animation method.
- Through the use of e – learning, individual communication and writing skills can be improved because the learner studies at his/her own pace.
- Multimedia provides a good platform for digital images and simulation that helps the learner to assimilate and retain concepts at a faster rate.
- On line learning can help the user understand the real life concept and improved on their test and speed skills.
- Participatory learning is always encouraged in e- learning platform especially in group work.
- The conceptual development of an individual can further be enhanced through the use of images, audio and other multimedia technologies.
- Learners can always participate in competitive activities such as group test.
- e – Learning activities may enhance the ability of learner to improve the retention and achievement of an individual.
- Learning skills can be enhanced by constant practice.
- Online learning reduces the work load of the school and increase learners’ ability.
- Online learning gives the practitioners good feedback and on time.
Learners always achieve more once they have a good understanding of the conceptual model.

- e-Learning helps learners to study at their comfort zones.
- e-Learning offers the learner opportunity to become confident and proficient in the use of computer.
- e-Learning is always characterized by its lower cost.
- In terms of speed and fast delivery e-learning remains the ultimate.
- It guarantees effective learning by giving the learner an opportunity to learn at his/her own pace.
- Studying with e-learning is also characterized by conducive environment because the learner chooses the environment he or she want to stay.
- Learners always learn more when computer facility is used than when normal classroom is used.
- It reduces inconvenience of traveling long distances to access information
- It saves a lot of time in terms of service delivery without compromising the quality of the skills and knowledge.
- e-Learning is self-paced and can always occur anywhere and anytime.
- It is easier to manage large students in an e-learning classes when compared to normal classrooms method.
- Lectures received in an e-learning platform are always the same.

IV Some of the Challenges of e-Learning

- Most of the e-learning programs are still being conducted through old modern technologies.
- Majority of the intending learners in developing countries like ours do not have access to computer based accessories thereby denying them the access to quality education through e-learning platforms.
- Many schools are facing the challenge of updating their study materials.
- Learners with deficiency on computer usage may be frustrated their by dropping out along the line.

V Practical Applications of e-Learning

- Many uses of e-learning could be seen in some corporate organisation today where higher academic qualifications are obtained through part-time learning.
- Learning using TV sets is also a practical application of e-learning platform.
- Lecturers and students can easily make research and notes using internet which is also an e-learning platform.
- Meetings of some corporate bodies now holds using e-learning teleconferencing.
- Students can now use their sets to browse to available courses for registration which is an e-learning alternative.

VI Virtual Classroom
This is the mode of learning where by learners converge uniformly using a computer system, video conferencing, web-based camera etc without any physical contact. The virtual classroom pattern practiced in e-learning encourages learners to learn at their convenient. Learners can comfortably connect or link up to the virtual classrooms without traveling a long distance.

Some offices and organizations uses virtual classrooms to teach and educate their staff as a means of manpower development training. In assessment of virtual classrooms, there are some properties of e-learning that must come into play such as multimedia tools like online help; where booking of course materials, online exams, online assessment of grades usual takes place.

Virtual classrooms involve the teacher and students’ relationship without face-to-face conversation. Characteristics of physical classrooms have been transferred to virtual classrooms to make the quality more reliable and efficient.

Virtual classrooms guarantees flexibility on the part of learners. Meaning that as a student’s, you can attend the classes at a more convenient time and place. Virtual classroom is always operated in an online platform; the online environment can as well be accessed in a portal or through the use of recommended software from the school. Learners in virtual classrooms received the same type of instruction as in face-to-face learning.

Virtual classroom employ a lot of multimedia technologies in accessing its information. it may involves both synchronous and asynchronous skills of communication such as online chat and online teleconferencing.

VII Components of e-learning
Some of the components of e-learning include:
- Screen Projector
- White Board
• Laptop/desktops
• Mobile phone
• Recommended tutor software
• Virtual classroom
• Multimedia tools e.g radio, CD-Rom
• Digital camera and lots of others.

VIII Parameters/e- learning Platforms
The parameters involves in the use of e – learning may include:
• Wide opportunities
• Affordability
• Flexibility
• User interaction
• Encouragement
• Uniform learning
• Big classes
• Development of profession
• Web- based students

Wide opportunities
e – Learning could always affords opportunities especially where it concern the syllabus and curriculum content. e – Learning provides opportunities for learning beyond the classroom. With e – learning one can learn from the comfort of his/her bedroom, market, and workplace.

Affordability
e- Learning affords the learners a very good convenient way of making payments. You can spends little money in buying instructional materials like tape, CD-Rom and flash drive etc.

Flexibility
The flexibility of e – learning is one of the most important aspect of e – learning in the sense that you can learn any place, anywhere in respective of location, time. That is why they call it virtual classroom which were earlier discussed in previous sub heading.

Users interaction
The interactive nature of the e – learning parameter makes the assessment more independent in nature. One can sit down in the comfort of his room and follow his audio tutor and write his exams. You don’t need a lecturer to guide you because your online tutor will guide you anytime and anywhere.

Encouragement
In e – learning platform, there are a lot of tools that can support the learner. Example: the online tutor is always there to assist if you follow the instruction.

Uniform Learning
e- Learning platforms encourages uniformity in learning. Every tutorials giving will be exactly the same in every centre.

Big Classes
It is easier to manage many students in an e- learning classes compared to normal classroom platform.

Development of professional students
Professional development of learners is easily guaranteed through e – Learning platform.

Web- based students
Students using online studies are always proficiency in the use of computer system.

IX Some categories of e- learning
• Knowledge databases
• Online support
• Asynchronous training
• Synchronous training

Knowledge databases
This is the category of e – Learning where there is already made databases existing and the software will always guide the user on step by step instructions for performing specific task.

Online support
This is a form of online learning where by internet is used. It may be in form of teleconferencing, chat rooms, email etc.

Asynchronous training
This is more of ancient way of learning. Here learners’ studies at their own pace using internet related multimedia technologies.

Synchronous training
This is where learning is performed using internet based multimedia. In this type of training, the instructional material is involved in real time. Every learner is expected to learn with the instructor simultaneously.

Objectives
1. To know the level of ICT and e – learning literate by public servants.
2. To assess the level of e- learning utilization by public servants.
3. To ascertain the percentage of public servants that obtained their higher
4. To possibly suggest ways to increase the level of awareness on the use of e-learning and distance learning as a means of obtaining their higher educational qualification without necessarily leaving the duty post.

2 Literature Review

Electronic learning, or e-learning, is education based on modern methods of communication including the computer and its networks, various audio – visual materials, search engines, electronic libraries and websites, whether accomplished in the classroom or at a distance. [10]. Generally speaking, this type of education is delivered through the medium of the world wide web where the educational institution makes its programs and materials available on a special website in a such a manner that students are able to make use them and interact with them with ease through closed or shared, networks, or the internet and through use of e-mail and online discussion groups. [10]. The definition of e-learning centers on its being a learning methods and a technique for the presentation of academic curricula via the internet or any other electronics media inclusive of multimedia, compact discs, satellites or other new education technologies. the two parties participating in the educational process interact through these media to achieve specific educational objectives. [10].

e-learning as Learning assists in the transformation of the educational process from the stage of learning by rote to one characterized by creativity, interaction and the development of skills. The students, in e-learning is able to access educational materials at any time and from any place, thereby transforming the concepts of the educational process and learning to go beyond the limits imposed by traditional classrooms into a rich environment in which there are numerous sources of learning. In fact, all forms of learning/teaching through ICT are referred to as ‘e-learning’ [26]. According to [27] and [29], distance education and e-learning overlap in some cases, but are by no means identical. [26], e-learning on the hand, is a relatively new phenomenon and relates to the of electronic media for a variety of learning purposes that range from add on functions in conventional classrooms to full substitution for the face – to- face meetings by online encounters. [14], defines the permanent separation of the teacher and the learner throughout the length the length of the learning process, as well as the quasi-permanent absence of a learning group throughout the length of the learning process, as two of the major characteristics of distance education [27],[29],[16], the new technologies are applied in a variety of domains for information retrieval from periodicals, books, newspapers and other information resource; simultaneous and multi-media presentations; communication with instructors in – and after – classes; communication amongst students; drilling exercise and sample tests; reading notice board; class administration, etc. [23], the division of the academic teaching responsibility into two separate phases constitutes the essence of the industrial model of distance education.

These analyses further proof that e-learning is gradually gaining grounds in Nigerian educational system. e-learning as the “combination of learning services and technology to provide high value integrated learning; anytime, anyplace” [7]. e-learning is being presented in the market place as the next evolution of the training and education industry and the next phase in the digital revolution. However, the e-learning market is very embryonic and although evolving very quickly, very fragmented, with many different perspectives and many different organizations positioning their e-learning solutions, there are some key questions you need to answer as you venture into this brave new world viz:

- What really is e-learning?.
- How does it differ from existing Technology – Based Training?
- Is it more effective than existing computer – based training?
- Can we replace some of our instructor – led classroom training?.
- What kinds of e-learning tools and technologies should we be looking at?.
- How do I develop a coherent strategy for e-learning [7]

2. e-Learning Dynamic Matrix

[7], by evaluating many e-learning scenarios, we have developed models to enable us to better map the types of learning requirements to the critical learning dynamics – the structure, content, participation and instruction/facilitation elements. This information can then be constructed as an e-Learning programme model and used to help us identify associated technology support.

- We represent this mapping process using an e-learning characteristics and learning models.
Table 2: Simplified e – Learning Dynamics Matrix  
(Source: eLearnity Ltd).

<table>
<thead>
<tr>
<th>Structure</th>
<th>Content</th>
<th>Participation</th>
<th>Facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fixed</td>
<td>Solo</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Flexible</td>
<td>Supportive</td>
<td>Directed</td>
</tr>
<tr>
<td>3</td>
<td>Dynamic</td>
<td>Collaborative</td>
<td>Facilitated</td>
</tr>
<tr>
<td>Information Transfer</td>
<td>1</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>Basic Skill Acquisition</td>
<td>1</td>
<td>1-2</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Skill Development</td>
<td>2</td>
<td>2-3</td>
<td>3</td>
</tr>
<tr>
<td>Adaptive Expertise Development</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

[7], this matrix can be applied to the defined learning requirements and gives us a clear understanding of the relative role of the different components and determine the nature of them. For example, it can tell us which fixed learning structures are appropriate, whether content needs to be flexible in form (multiple types), the degree of collaboration required, or if instruction is needed a what it might take.

According to [24], the diffusion of innovations theory suggests that adoption of an innovation progresses along the timeline from the earlier to the later adoption phases, as a result of a higher proportion of people within an organization making the adoption decision at each next phase of adoption. Research on e – Learning adoption, on the other hand, indicates that although the numbers of not reached its potential [20],[19],[30]. Adoption of e – Learning in the University context is influenced by a number of factors, including organizational, socio-cultural, intra – and interpersonal factors, to mention a few. Also in e – Learning, a high level of perspective is offered by [6], who note that many e – Learning initiatives fail where substantial economic investment is required upfront, and the ability to adopt systems and services is limited. The case is based on an industry/University consortia reference model, which is validated through experiences of the Teradata University Network. [5], examine the track record of different types of institutions in supporting e – Learning innovation and achieving engagement by a critical mass, and find the two achievements tend to be supported by different types of institutional culture. Another author describes the dynamic of institutional change around e – Learning based on a series of discussions about e – Learning diffusion with institutional representations from across the globe. The author notes that in some institutions, e-Learning was an accepted part of everyday activity while in others it struggled to gain traction [21]. There were common factors in institutions that had successfully engaged with e-Learning across teaching and learning functions, i.e e – Learning was approached proactively, was scalable, and self – perpetuating even if not all staff were currently making use of it.. There was a sense of flow for e – Learning and, more confidence in future plans. Unless this sense of ‘business as usual’ is achieved, it is likely that e – Learning will remain the focus of enthusiasts. [28], is another author who describes ideal conditions for e – Learning to flourish. He proposes the LASO (Leadership, Academic and Student Ownership and Readiness) model to ensure enterprise – wide technological transformation through a strategically developed framework, based on a clear and unified vision and a central educational rationale. LASO emphasizes the need for ‘integrated and orchestrated top – down, bottom – up and inside – out strategies’. Harnessing the power of ICT has become a critical strategy among institution eager to offer an affordable, efficient, and flexible learning
environment for rapidly growing and diverse communities of learners. Many scholars have viewed distance and line education for individuals with limited access to traditional higher education institutions (HEIs) or those not committed to deep learning [18].

[15], in Nigeria today, technology enhanced learning, including distance and online instruction, is recognized as a viable tool necessary for preparing citizens to participate in the technologically driven global environment. A multidisciplinary approach to online pedagogical research recognizes the value of technology enhanced teaching and learning as critical in the mix of diverse strategies. [11], Sound pedagogy supported by strong theoretical foundations is of key importance in online learning. [25], pedagogical theoretical foundations, linking theory and practice, are all great challenges for teachers in the higher education sector.

E – learning delivers content through electronic information and communications technologies [22]. According to [1], the use of these facilities, involves various method which includes systematized feedback system, computer – based operation network, video conferencing and audio conferencing, internet worldwide websites and computer assisted instruction. This delivery method increases the possibilities for how, where and when employees can engage in lifelong learning. Employers are especially excited about the potential of e – learning for just – in –time learning delivery. By leverage workplace technologies, e – learning is bridging the gap between learning and work. Workers can integrate learning into work more effectively because they use the same tools and technology for learning as they use for work. Both employers and employees recognize that e – learning will diminish the narrowing gap between work and home, and between work and learning. E – learning is an options to any organization looking to improve the skills and capacity of its employees. With the rapid change in all types of working environments, especially medical and healthcare environments, there is a constant need to rapidly train and retrain people in new technologies, products, and services found within the environment. There is also a constant and unrelenting need for appropriate management and leverage of the knowledge base so that it is readily available and accessible to all stakeholders within the workplace environment. [22].

Categories of e – Learning

Courses
Most discussion of e – learning focuses on educational course materials or courseware are usually modified and added with various media and are upload to a networked environment for online accessing [22].

Informal Learning
Informal learning can be said to be one of the most dynamic and adaptable features of learning but nevertheless it is least recognized [22].

Blended Learning
Integrated learning provides a good transition from classroom learning to e – learning. Integrated learning which is also referred to as blended learning is a combination of a face to face and online learning [12].

Communities
Learning is social [2]. The frequent challenges we battled with in our business milieu are sophisticated and unstable. Because we are in the global era, our methods of problem solving are changing daily. Therefore people dialogue with other members of the same organization or network globally to other organization. Communities strongly contribute to the flow of tacit knowledge.

Knowledge Management
[22], globalization is focused on e- learning because e – learning technology has the potential to bring improved learning opportunities to a large audience than has very previously been possible . [3], suggested that a nation’s route to becoming a successful knowledge economy is its ability to also become a learning society. Knowledge management is an essential process which is concern with how to create atmosphere for people to share knowledge on distribution, adoption and information exchange activities in an organization [4]. [13]. [17].

Learning Networks
Learning network is a procedure of developing and preserving relationship with people and information and communicating to support each other’s learning [22]. [9], states that, the use of pen and paper or educational system today is producing inadequacy and challenges in the global era that we are in today where subject matter is changing speedily. The application of personal learning networks will create connections and develop knowledge for workers to remain current in their field.
According to [8], e–learning is re–emerging as a solution for delivering online, hybrid and synchronous learning regardless of physical location, time of day, or choice of digital reception/distribution device.

**Varieties of e-Learning**

Some of the most typical ways in which eLearning programs are implemented include:

The virtual classroom: the virtual classroom model of eLearning continues to be the most familiar analogue for building e Learning programs. The intention of virtual classrooms is to extend the structure and services that accompany formal education programs from the campus or learning center to learners, wherever they are located. The virtual classrooms is for learners who may be pursuing a distance education degree made up entirely of online lessons, and it may include campus – based courses, where students join in from a variety of on – and off – campus locations in a real – time class session via the internet. The virtual classroom model includes place posting papers for review and comment, and for completing tutorials and distributing class assignments for team review before posting the secure PDF file containing multimedia assets and breaking away into study sections dealing with shared interest using web conferencing tools.

Online learning: This model of learning revolves around its dependence on courseware, delivered over the internet to learners at a variety of locations where the primary interaction between the learner and the experiences of their learning occur via networked computer technology. Adobe tools, which have long been the de facto standard for creating interaction digital learning content, include such familiar products as Flash*Professional, Dreamweaver, Photoshop*CS, Illustrators CS, Adobe Premiere *Pro, Adobe Contribute*, and Adobe Captivate 2 to name a few.

Rapid eLearning : This is a direct response to eLearning products that made it hard for non-technical subject matter experts and learners to contribute and make use of multimedia learning content to the knowledge base. Rapid eLearning uses tools such as Adobe Captivate 2 and Adobe Presenter 6 to reduce the time it takes to produce rich, engaging Flash Learning Content, while allowing more non – technical contributors, including subject matter experts. Adobe Captivate Learning objects as a stand – alone flash movie or as an element of a multimedia portfolio that can be securely shared within as Adobe PDF document.

Mobile Learning : Mobile learning builds on the availability of ubiquitous networks and portable digital devices, including laptop computers, PDAs, game console, MP3 players and mobile phones, and it takes advantage of place. Independent flexibility that comes from working away from the desktop. Mobile learning provides the opportunity to connect informal learning experiences that occur naturally throughout the day with formal learning experiences.

[Source: Adobe Systems incorporated]

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A MODEL OF e – LEARNING PLATFORM

![A Model of e-learning Platform](image)

**Fig. 1** A Model of e-learning Platform
Fig. 1 shows various interactive platform on which a learner can access e-learning Centre using any multimedia methods his/her choice.

3 Study Location
The data for this study were collected from 10 different federal government agencies and parastatals all located within the Abuja Municipal and Kuje Area Councils of the Federal Capital Territory Abuja, Nigeria.

4 Methodology
The data were collected from primary data using questionnaire administered randomly on selected 200 public servants from 10 selected federal government agencies and 5 public secondary schools. That is the public servants in the study area. The following Questions were asked in the questionnaire to get the number of public servants that are access to computers, how many of the public servants own a laptop/smart phones/android or desktop, how many of the public servants can answer online test or questions, how many of them are aware of e-learning/distance learning mode of studies, how many of them are access to the internet using GSM or any other means of accessing the internet and how many of them used e learning or distance learning to get his or her highest qualifications while still on the job. The data collated were analyzed using two computer packages (MS Words and Excel) and inferential statistics.

5 Results and Discussion
Inferential Statistics i.e frequency, mean, standard deviation and percentages were used to analyzed the respondents answers.

Table 3. The frequency, mean, standard deviation and percentages of the respondents answers on the level of ICT and e – learning literate by public servants in these offices.

<table>
<thead>
<tr>
<th>S/N</th>
<th>COMPUTER LITERACY ASSESSMENTS</th>
<th>FREQUENCY</th>
<th>MEAN RESPONSES</th>
<th>SD OF THE RESPONSES</th>
<th>PERCENTAGE (%)</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You have access to computers</td>
<td>64</td>
<td>0.32</td>
<td>4.51</td>
<td>32</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>You own laptop/smart phone/android or desktop</td>
<td>46</td>
<td>0.23</td>
<td>3.24</td>
<td>23</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>You can answer test or questions online.</td>
<td>13</td>
<td>0.065</td>
<td>0.92</td>
<td>6.5</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>You are aware of e-learning mode of study</td>
<td>25</td>
<td>0.125</td>
<td>1.76</td>
<td>12.5</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>You are access to the internet using GSM phones or any other means</td>
<td>52</td>
<td>0.26</td>
<td>3.67</td>
<td>26</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. The frequency, mean, standard deviation and percentages of the respondents answers on the mode of study used by public servants in these offices in obtaining their highest educational qualification.

<table>
<thead>
<tr>
<th>S/N</th>
<th>EDUCATIONAL QUALIFICATION ASSESSMENT</th>
<th>FREQUENCY</th>
<th>MEAN RESPONSES</th>
<th>SD OF THE RESPONSES</th>
<th>PERCENTAGES</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You attended part-time/distance learning mode of study</td>
<td>16</td>
<td>0.08</td>
<td>1.13</td>
<td>8</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>You attended full - time mode of study.</td>
<td>56</td>
<td>0.28</td>
<td>3.95</td>
<td>28</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>You obtained your</td>
<td>47</td>
<td>0.235</td>
<td>3.32</td>
<td>23.5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
The result from table 3, indicates that the response of the respondents agreed with all the items regarding the levels of ICT literate by public servants. They agreed with parameter 1, (mean, 0.32) which means that many of the respondents are access to one form of computer or the other. Parameter 2 (mean, 0.23) also shows that many respondents own either one form of laptop or desktop. Parameter 3 (mean, 0.065) shows that only few respondents can attempt or answer online questions or test. Parameter 4 (mean, 0.125) shows that some of the respondents agreed to be aware of e-learning mode of study. Lastly, parameter 5 (mean, 0.26) also indicates that many of the respondents are access to the internet through one means or the other.

The result from table 4, shows that they agreed with parameter 1 (mean, 0.08) meaning that few respondents attended part-time/distance learning mode of study. Parameter 2(mean, 0.28) shows that many respondents attended full-time mode of study. Parameter 3 (mean, 0.235) indicates that many respondents obtained their highest qualifications using part-time/distance learning mode of studies. Parameter 4 (mean, 0.165) also shows that many respondents obtained their highest qualifications using full-time mode of studies.

Parameter 5 (mean, 0.055), indicates that only few respondents like part-time/distance learning mode of studies. While parameter 6 with the mean of 0.185 shows that many respondents like full-time mode of studies.
Figure 3 shows the frequency vs. percentage chart of the responses on the method used to obtain higher educational qualifications by public servants.

6 Conclusion and Recommendation

The outcome of the research shows that more and more public servants are becoming interested in using e-learning and distance learning to obtain their higher qualifications having known how to access the internet using their different GSM sets. Interestingly, many public servants that uses e-learning platform for accessing one form of academic materials or the other may not even be aware that they are using e-learning not until now. Also Government and all the stakeholders in education sectors should as much as possible encourage its staff and citizens to imbibe the culture of using e-learning and distance learning instead of proceeding on a study leave a situation that leads many public servants to always abandon their duty post for many years outside the office. Also Government through the Federal Ministry of Education are strongly encouraged to equip the National Open University Of Nigeria and other universities who operates e-learning/distance learning to make sure that the goals of this education for all is achieved.

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Authors’ Briefs

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