



EXPLORING ADULT LEARNERS' MOTIVATION TO PARTICIPATE IN ONLINE TUTORIAL THROUGH I-LEARN PLATFORM IN NATIONAL OPEN UNIVERSITY OF NIGERIA

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ABSTRACT

The question of participation in e-learning has been a daunting one with most learners having low morale because of poor motivation resulting in high level of attrition. The National Open University of Nigeria in order to reach out to the learners where ever they are, and to be technological compliant in line with the best practice(s) in ODL system, established the I-learn e-learning portal. The learners' participation in the I-learn online tutorial has been dramatically low. It is against drop that this paper examines adult learners' motivation to participate in Online Tutorial through I-Learn Platform in National Open University of Nigeria. The study was guided by four research questions and three hypotheses among which are what are the instructional factors motivating adult learners to participate in the i-learn platform? What are the social factors motivating adult learners to participate in the i-learn platform? What are inhibiting factors for participation in the i-learn platform. The paper also examined the level of variation in the factors motivating or inhibiting participation across gender. The study was carried out in Port Harcourt study centre. The study adopted descriptive survey research design. The population of the study was 1229 postgraduate students of NOUN out of which 301 students were sampled using the yaroyermen sampling techniques. A 29 items questionnaire, Focus Group Discussion and key Personality Interview were used for gathering data. 301 copies of the questionnaire were distributed to the respondents out of which 297 were retrieved representing 98 percent. The research questions were analyzed using mean while the hypotheses were tested using t-test statistical tools. The study reveals that the adult learners were intrinsically motivated by instructional factors, that the learners are extrinsically motivated by the artistic design of the i-learn e-learning portal, however extrinsic social factor motivating the learners is very low. The study also reveals that there is variation in the intrinsic instructional factors and extrinsic social factors motivating the learners across gender with the male adult learners been more motivated than their female counters. However, no variation was found in the artistic motivating factors. From the findings it was concluded that there is low motivation to use the i-learn

following the several inhibiting factors which are de-motivating. Based on the finding some of the recommendations were the provision of a robust learner support serve and inclusion of an introductory course in ICT and Application of ICT in ODL systems.

Keywords: Distance Learning, Adult learners, Motivation.