

THE SOCIO-CULTURAL DIMENSIONS OF E-LEARNING IN NIGERIAN UNIVERSITIES.

INTRODUCTION AND BACKGROUND.

Cultural factors play a significant role in adoption of technology and the integration of the community with the global community. These cultural factors include individual beliefs, value systems and attitudes to information sharing. Also, social factors predispose students to the use of e-learning. Factors like infrastructure and underdevelopment of society sometimes hinder e-learning. According to Chute and Shatzer (1995), instructional design strategies must consider cultural differences and their effect to promote successful e-training experiences. A number of countries and regions such as China, India, Mexico, Korea and Singapore are facing accelerated change in the overall economic, social and cultural environments. The extent to which countries in Africa can enjoy the accelerated development inherent in e-learning is the focus of this study. Specifically, this study will try to identify those social and cultural factors that aid or impede e-learning in Nigerian universities.

The following research questions will therefore be answered:

What is the relationship between cultural beliefs and e-learning success?

What is the relationship between value systems and e-learning success?

What are the pre-disposing social and cultural factors that aid or impede e-learning in Nigeria?

Method

The study is a survey design with the population sample of three Nigerian universities.

Data collection will be through questionnaire and interviews.

Data analysis will be done using descriptive and inferential statistical tools.