E-Learning As A Strategy For Human Capacity Development: Implications For Educational Management In Rivers State

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ABSTRACT
The study investigated e-learning as a strategy for human capacity development; and its implications for educational management in Rivers State. This study adopted a descriptive research survey design. Three research questions corresponding with three hypotheses were postulated. The population of the study consisted of 1,243 e-learners at National Open University of Nigeria, Rivers State Chapter. The sample size consisted of 336 students (27 % of the population size), 117 male and 219 female e-learners drawn using a simple random sampling technique since it is homogenous. The instrument is titled: “E-Learning Strategy Questionnaire (E-LSQ)”. consisted of 12 questionnaire items were validated modified with four-point scale with responses from the respondents and Cronbach alpha (r) was used to test the reliability coefficient index of 0.79. Research questions were answered using the mean ( ) and standard deviation (Std) while the z-test statistics was used to test the Null hypotheses at 0.05 level of significance. Findings showed that e-learning strategies such as instructional design for capacity building; production capacity building and Community capacity building promotes human capacity development in Rivers State while it was recommended that Rivers State government and NOUN, Rivers State chapter should promote instructional design for capacity building in order to enhance digital literacy and development of production capacity building should be encourage for learners to be self-reliance and economically stable among other findings.

Keywords: E-Learning; Human Capacity Development and strategy

INTRODUCTION
The terms e-learning represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners (Jegede, 2010). Open and distance learning is one of the most rapidly growing fields of education, and its potential impact on all education delivery systems has been greatly accentuated through the development of Internet-based information technologies, and in particular the World Wide Web.

The study of e-learning as a strategy for human capacity development in this context present challenges and opportunities, examine relevant concepts and contributions, outline current global and regional trends, United Nations (2005) suggested policy and strategy considerations, and identify UNESCOs initiatives in e-learning, including its role in capacity-building and international co-operation. It is addressed to a wide range of potential partners, governments, inter-governmental and non-governmental
organizations, specialized institutions, associations, industrial corporations, telecommunication companies, and others interested in this field, to seek their co-operation in meeting today's urgent education and training needs, through e-learning. World Bank (2015) identified major changes that occurred in the world economy, in particular with regard to the information-bearing technologies. These demand the attention of governments for education and for human resources development. While the last two decades have seen considerable growth in education and training, the world still suffers from intolerable inequalities at the international level and sometimes within nations. Many in Rivers State are struggling with limited access to education and training for children and young people, and at the same time have to address the basic needs of an older generation. Low quality and insufficient relevance are other concerns; at the root is often the problem of financing adequate provision, and of outdated structures for education and training (Jegede, 2010).

The rapid development of Information and Communication Technologies (ICTs) and the move towards more knowledge-intensive, interdependent and internationalized societies create new challenges and opportunities for the design and delivery of education. Ogunbusola, Olorunfemi, Abrifor, Ojo and Olugbamiye (2016) asserted that ICTs open up new horizons for progress and the exchange of creativity and intercultural dialogue. This is giving rise to paradoxical situations where those who have the greatest need of the disadvantaged groups, rural communities, illiterate populations or even entire countries do not have access to the tools which would enable them to become full-fledged members of the knowledge in Rivers State through strategies e-learning. 

Jegede (2009) added that for student/learner, e-learning means increased access and flexibility as well as the combination of work and education. It may also mean a more learner-centred approach, enrichment, higher quality and new ways of interaction. For employers it offers high quality and usually cost effective professional development in the workplace. It allows upgrading of skills, increased productivity and development of a new learning culture for human capacity building. In addition, it means sharing of costs, of training time, and increased portability of training.

For the Rivers State governments the main potential according to Anderson (2008) is to strategies on the increase, the capacity and cost effectiveness of education and training systems, to reach target groups with limited access to conventional education and training, to support and enhance the quality and relevance of existing educational structures, to ensure the connection of educational institutions and curricula to the emerging networks and information resources, and to promote innovation and opportunities for lifelong learning.

Major (2015) expressed that the term distance learning further reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the strategies mission aimed to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure. Open and distance learning systems can usually be described as made up of a range of components such as: the mission or goal of a particular system, programmes and curricula, teaching/learning strategies and techniques, learning materials and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment, and evaluation.

According to Bloom cited in Adesina (2015), facilitators’ training is an important area where e-learning domains impact. This includes initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects and topics. Many examples, particularly from developing countries, show that teacher training at a distance may reach large groups of teachers and have profound impact on the development of national education systems. The use of e-learning for teacher education is therefore a crucial strategy when expansion or quality improvement is needed in the public education system.

Common need in many countries is to upgrade teachers’ and learners’ knowledge and competence in using new ICTs, in particular the rich instructional and information resources available on the Web in Rivers State. In such cases it is also very appropriate to use the new technologies in the training
programme for teachers; this is to strategies on developing the cognitive, affective and psycho motive domains of e-learners in Rivers State (Anderson, 2008).

Ojo (2009) both private and public providers had important contributions to the development of industry and trade through programmes for technical and vocational education in Rivers State. Core purposes include the ability to respond flexibly to the need for working adults to obtain training, and to provide opportunities for those most disadvantaged by existing provision.

A thorough strategies e-learning has the potential to generate new patterns of teaching and learning. Strongly linked with developments in information and communication technologies, it is close to the development of new learning needs and new patterns of information access and application and learning. E-learning therefore plays an especially decisive role in the creation of the global knowledge-based society and Rivers State is not an exception (Jegede, 2010).

The emergence of new forms of distance learning based on new information and communication technologies; in particular that supported by the Internet and using the World Wide Web, has significant pedagogical, economic and organizational implications. Hampel (2010) said Web offers a worldwide forum in which to teach courses that can be dynamically updated in ways never before possible. E-learner has an enormous range of resources available, free from limitations of time and space. There remains considerable work to be done concerning searching and sifting techniques within these resources for learners and teachers alike. These resources are reconfiguring the ways in which students learn, and new approaches to networked learning are evolving.

**Educational Development for ICT as Capacity Building**

E-learning is a fundamental education strategy which is used to solve the problems of over – growing number of candidates which need higher education. It serves as a bridge for the educationally disadvantaged members of the society. Jegede (2008) refers e-learning to educational patterns, approaches and strategies that permit people to learn with no barriers in respect of time and space, age, and previous educational qualification – no entry qualification, no age limit, no regard to sex, race, tribe and state of origin (Levinson, 2005). It means an irreplaceable key to understanding our world ourselves, to anticipate the future and to husband our national and State environment for the development benefits of all human beings. He opines that it is ethical to abhor the present imbalance in the basic human development or conditions, as imbalance in access to health care, nutrition diet, shelter, and education. Moore and William (2012) seen open and distance learning as an independent studies as a way of liberating the students from the fetters of school and college routine. They viewed e-learning as a special form of education that developmentally strategizes on the following:

1. Facilitators and students work apart from each other i.e. at a distance
2. Facilitators and students do no communicate eye – ball – to – eye ball with each other.
3. Printed materials are exchanged with aid of a mailing system.
4. Learning usually takes place in the students’ home.
5. Teaching and learning process assumes the form of self study but guided by the teacher.
6. Learning and teaching process allows a degree of openness with regards to access, age, goals, methods, duration, location etc.
7. The student does not cease to work for living as it is a study alongside work.
8. E-learning accommodates diverse learning styles. It meets the specific and special educational need of variety of learners. That is, it also dwells and thrives on economies of scale.

The United Nations (2005) described development as a process that goes beyond the improvement of quality of life: it encompasses better education (in the various academic domains), high standards of health and nutrition, poverty reduction, cleaner environment, increasing access to and equality of opportunity, greater individual freedom, and the facilitation of a richer cultural life, which are all truly desirable ends in themselves. By breaking the cycles of deprivation and hopelessness that are the first obstacle to every kind of development the UN Development Programme’s aims in developing countries is to eradicate extreme poverty and hunger. The body states that education not only improves individual
choices available to mankind but an educated population provides the type of skilled labour necessary for industrial development and economic growth. Dreze and Sen cited in Routledge (2015) however, argued that development should be viewed from various approaches to contingently strategize for goal attainment. By contending that rights based approach to improving access to education provides the basis for a comparative assessment of natural progress. They further stated that the intrinsic human value of education, which includes the capacity of education to add meaning and value to human lives without discrimination, make it a key component central to universal human rights. In sum, education is the key that unlocks and protects the full spectrum of development and human rights.

People’s values will vary from one individual to another and may include such ideals as being well fed and nourished, achieving a sense of self-satisfaction and self-respect, being literate, being able to do things better, or earn a better living. Viewing development from this perspective implies that it can be seen as a process of expanding the real freedom that people enjoy. Education, in this larger sense of term, serves as a tool people can use to achieve the level of freedom that they feel is intrinsically valuable, as well as achieving rudimentary levels of knowledge acquisition (e.g., beginning with literacy and basic arithmetic), which serves as a functional key to greater educational development in Rivers State (African Development Bank, 2014).

**E-Learning Strategies for Human Capacity Development**

1) The “Instructional Design for Capacity Building” – how far the institutions wish to boost their capacity to design e-learning programmes.

2) The “Production Capacity Building” – how far the institutions wish to boost their capacity to translate paper materials, scripts and ideas into e-learning materials.

3) The “Community Capacity Building” – how far the institutions wish to boost their capacity to build communities using educational ICT.

a) **Instructional Design for Capacity Building**

Trends in pedagogic practices (Jegede, 2008) are towards more active learning, particularly involving discussion and collaboration; faster, more flexible learning, particularly in work settings; and an emphasis on skills in locating, evaluating, analyzing, synthesizing and applying knowledge, rather than note learning. Rather than all courses becoming inevitably wholly online, contemporary views suggest that separate from administration components such as enrolment, news and record management, effective support for such modern pedagogic practices requires a pragmatic mix of teaching components, including presentation components such as texts, video clips and databases; feedback components such as formative assessment tools and simulations; and communication components such as asynchronous text-based conferences, video-conferencing and instant messaging. Different components require kinds of different judgments by educators and trainers.

**Presentation Components:** Some organizations have found, for example Levinson (2005) that putting teaching materials online can increase accessibility and flexibility, and make the materials easier to update, personalize, and reversion. However, when it comes to reading text, students still tend to prefer paper to screen. At the same time, database subscriptions can keep course content fresh and relevant. Educators and trainers, then, have decisions to make such as how much to put online, when to use audio and video rather than text, and which databases are worth subscriptions.

**Feedback Components:** Enabling learners to test their own understanding has been found to build confidence, however such components are typically expensive to develop and can be ineffective if the feedback is inappropriate. Educators and trainers, then, have to decide where investment in interactive software development or purchasing is best directed.

**Communication Components:** Online communication has been found to provide learners with new opportunities to interact with each other and with their tutors, and text-based tutoring offers the potential of increased attention to the written word. However, a number of factors make it a rather different experience to traditional face-to-face tutoring, particularly the slower pace, the need for increased reading and increased selectivity in what to read, and
the lack of body language, tone of voice and (arguably) emotional weight. Furthermore, students have been known to disengage from learning if computer conferencing is seen as “bolt-on extra” (Moor and William, 2012).

Synchronous voice-based conferencing is becoming increasingly used, especially for language learning, and such software often includes multiple rooms, a collaborative whiteboard, voting, and document annotation. Another example of communication components is the joint construction of online databases (such as through a wiki or survey); because learners have collected the data themselves, they not only have a sense of ownership over the data and experience of working with others towards a common goal but they also have first-hand experience of the factors that limit the reliability of data collection. Educators and trainers, then, have decision to make about what activities learners should undertake, and the role of any tutors.

This pragmatic mix often leads to a flexible combination of DVDs/CD-ROMs (for video clips, audio clips, high resolution images and applications), the web (for text that needs regular updating, and for online databases), asynchronous conferencing (for some support and peer-to-peer interactions), textbooks or print materials (for lengthy reading) and face-to-face tutoring. Educators and trainers also then need to decide on the balance of components for particular aims and target learners. Moor and William (2012) overall design philosophy might also inform such decisions. For example, a social constructivist problem-based approach might be chosen, in which a group of learners identifies for itself the gaps in its collective scientific knowledge; divides into smaller groups that each explores the whole range of available resources with respective to a different topic; and then prepares seminars to teach their peers. The role of the tutor is then to help the group of learners as a whole to identify these gaps; to seek out resources that the sub-groups may find valuable; and then to correct any theoretical misunderstandings that arise.

**2. E-learning and Production Capacity Building**

What resources, skills and processes are needed for the development of tools and materials of the highest quality? The study does not identify skills of drafting, reviewing, revising or editing materials as lacking in their own e-learning developments, or skills of leadership, project management or administration; but rather skills of developing products such as web pages, diagrams, podcasts or software. Yet these products are typically seen as crucial to enabling effective cascading of knowledge: for example, emphasized a view that well-designed tools and materials can play a role in making up for tutors with a limited view of teaching as transmission of information from teacher to student (Adesina, 2015).

The creation of extremely high quality learning materials can take substantial person-years of academic and specialist production effort. For example, emphasized that the workload is high in the production phase of the course, as the course developers’ grapple with the demands of producing e-learning materials. However, there are increasing opportunities for some reuse of existing materials, provided by “open content” initiatives (United Nation, 2005), which makes many learning materials freely available to self-learners across the world, or by community websites such as Wikipedia. Web-based community tools for teachers hold out the promise of the pooling and improvement of both teaching materials and professional skills. A key challenge, then, for capacity builders is how to enable educators and trainers to develop these skills, or how to import them into the organization (Dreze and Sen cited in Routledge, 2015).

**3. E-learning and Community Capacity Building**

Knowledge management promotes practices and technologies that facilitate the efficient creation and exchange of knowledge within communities of practice. Earlier, the distinction was discussed between a technological approach emphasizing knowledge codification, and a social approach emphasizing knowledge sharing. While development agencies have traditionally attempted to exploit the value of knowledge codification, exemplified by repositories of case studies and reports on best practice, there are also now many attempts to emulate the success of community websites such as Wikipedia, Friends Reunited, Slashdot, and MySpace, and the various consumer reviews websites such as Amazon. The hope, expressed by several of the centres, is to capitalize on the strengths of such virtual communities
(African Development Bank, 2014) for situated learning outside formal settings, while recognizing (with Walsh, 2007) that mutual engagement and joint enterprise can be difficult to engineer artificially. As Ertmer and Newby (2013) puts it, the dream is that “Practitioners can have access to each other through online communities, not simply to ‘repositories’ of information, which promise much but have yet to deliver a great deal. In the fragmentation and pressure affecting many people’s lives, asynchronous combined with synchronous modes of communication still offer advantages over face-to-face meetings at specific times and places.”

For several of the e-learning centres, a vision of the future would be of the learning organization (Vaugha, 2010) using e-learning to share experiences, case studies and resources inside and outside it, and buoyed by a steady income of revenue from education, training and consultancy. Yet although each centre has unique sources of competitive advantage, it also operates in a context where there is a degree of competition for scarce resources. An alternative scenario is that while enthusiasm remains for the ideals of communities of practice, competition and technological, administrative or logistical difficulties keep the centres from this vision. Knowledge is not effectively pooled, except by word-of-mouth. There remain small numbers of expert trainers, drawing largely on printed text and lectures broadcast by satellite to ICT centres in major cities.

Even if internet access were to dramatically improve, the profound challenge for the capacity builders is to discover what, if anything might motivate self-directed learners to participate in knowledge sharing through such communities.

Statement of the Problem

The ineffective family planning and uncontrollable birth rates as a result of one of the attributes of third world country like Nigeria (Rivers State) and the inability of the conventional form of education to satisfy the yearning of the citizenry had led to the increase rate of the uneducated (formal academic). The formal conventional education has some restrictions on learners; they are: limited universities in the State compared to the population, limited admitted students compare to the population also, dissatisfaction of working class without formal education which the conventional form cannot accommodate them, etc. These declines or short comings of the learners’ (citizenry) instructional design, production capacity and community capacity building in the conventional institutions to boost their capacity building have led to e-learning programmes to bridge the lacuna for fair educational opportunity to citizens irrespective of their age, race, occupation, sex, etc.

Purpose (Objectives) of the Study

The study investigated e-learning as a strategy for human capacity development and its implications for educational management in Rivers State. Specifically, the objectives of the study are to:

1. examine instructional design for capacity building of e-learners in the NOUN, Rivers State chapter.
2. ascertain production capacity building of e-learners in the NOUN, Rivers State chapter.
3. investigate community capacity building of e-learners in the NOUN, Rivers State chapter.

Research Questions

1. What are the ways e-learning enhances instructional design for capacity building of learners in the NOUN, Rivers State chapter?
2. What are the ways e-learning improves production capacity building of learners in the NOUN, Rivers State chapter?
3. What are the ways e-learning promotes community capacity building of learners in the NOUN, Rivers State chapter?

Hypotheses

1. There is no significant difference between the mean scores of male and female learners on the instructional design for capacity building in NOUN Rivers State chapter.
2. There is no significant difference between the mean scores of male and female learners on the production capacity building in NOUN Rivers State chapter.
3. There is no significant difference between the mean scores of male and female learners on the community capacity building in NOUN Rivers State chapter

METHODOLOGY
This study adopted a descriptive research survey design. The design is appropriate because it will involve and revolve a description of an already existing phenomenon in Rivers State. The study area is Rivers State (the National Open University of Nigeria Rivers State Chapter). The population of the study consisted of 1,243 e-learners at National Open University of Nigeria, Rivers State Chapter. Source: National Open University of Nigeria (NUON) Rivers State Chapter (2019). The sample size consisted of 336 students (27% of the population size), 117 male and 219 female e-learners drawn using a simple random sampling technique since it is homogenous. The instrument for data collection is a self-structured questionnaire titled: “Distance Learning Strategies Questionnaire (E-LSQ)”. The questionnaire consisted of 12 questionnaire items on a modified four-point scale with responses from the respondents. The four response options are: Strongly Agree (SA) = 4 Points, Agree (A) = 3 Points, Disagree (D) = 2 Points, Strongly Disagree (SD) = 1 Point.

To determine the criterion mean for scoring the questionnaire, all the points will be added up and divided by four, for example; (4+3+2+1)/4=10/4=2.5. Therefore any mean that is 2.50 and above will be accepted while any mean value below 2.50 will be rejected.

To ascertain the reliability of the instrument, the researcher adopted a pilot study of fifteen (15) students (not part of the sample size) and a Cronbach alpha (r) reliability index of 0.79 was obtained. The researcher answered the research questions using the mean (\(\bar{X}\)) and standard deviation (Std) while the z-test statistics was used to test the hypotheses at 0.05 level of significance. If the z-cal score is greater than the z-critical score, the hypothesis will be rejected while if the z-cal score is less than the z-critical score, the hypothesis will be accepted.

Research Question 1: What are the ways e-learning enhance instructional design for capacity building of learners in the NOUN, Rivers State chapter?

Table 1: Mean (\(\bar{X}\)) and Standard Deviation (SD) on the responses of how e-learning enhances instructional design for capacity building of learners in the NOUN, Rivers State chapter.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Mean ((\bar{X}))</th>
<th>Std.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-learning promotes instructional design for capacity building in Rivers State</td>
<td>2.90</td>
<td>1.00</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Instructional design for capacity building of the learners is not environmental driven in Rivers State</td>
<td>2.36</td>
<td>1.04</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3</td>
<td>E-learning develop the intellectual capacity building to be self-reliant</td>
<td>2.96</td>
<td>0.99</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Instructional design for capacity building promotes indifference attitude among learners</td>
<td>2.26</td>
<td>1.02</td>
<td>Disagreed</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.62</td>
<td>1.01</td>
<td></td>
</tr>
</tbody>
</table>

The data from Table 1: showed those items with serial numbers, 1 and 3 had mean value scores above the criterion mean value of 2.50. Hence, agreed with the responses of how e-learning enhances instructional design for capacity building of learners. Whereas, items number 2 and 4 disagreed with the responses of how e-learning enhances instructional design for capacity building of learners in the NOUN, Rivers State chapter.
Research Question 2: What are the ways e-learning improves production capacity building of learners in the NOUN, Rivers State chapter?

Table 2: Mean (\(\bar{x}\)) and Standard Deviation (SD) on the responses of how e-learning enhances production capacity building of learners in the NOUN, Rivers State chapter.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Mean ((\bar{x}))</th>
<th>Std.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Production capacity building enhances the development of learners</td>
<td>2.95</td>
<td>1.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>6.</td>
<td>Development of production capacity building help learners to be self-reliance</td>
<td>2.76</td>
<td>1.44</td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>Individual economic stability is gain through e-learning production capacity building</td>
<td>3.16</td>
<td>0.99</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>Knowledge is dynamics that requires production capacity building</td>
<td>2.96</td>
<td>1.72</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2.96</strong></td>
<td><strong>1.46</strong></td>
<td></td>
</tr>
</tbody>
</table>

The data from Table 2: showed those items with serial numbers, 5 to 8 had mean value scores above the criterion mean value of 2.50. Hence, agreed with the responses of how e-learning enhances production capacity building of learners in the NOUN, Rivers State chapter.

Research Question 3: What are the ways e-learning promotes community capacity building of learners in the NOUN, Rivers State chapter?

Table 3: Mean (\(\bar{x}\)) and Standard Deviation (SD) on the responses of how e-learning enhances community capacity building of learners in the NOUN, Rivers State chapter.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Mean ((\bar{x}))</th>
<th>Std.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Vocational skills for developmental strategies are most paramount community capacity building through e-learning</td>
<td>2.71</td>
<td>1.01</td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Development of skills does not require practice and measured techniques in execution in the community</td>
<td>2.36</td>
<td>1.03</td>
<td>Disagreed</td>
</tr>
<tr>
<td>11.</td>
<td>Community capacity building is practical-skill-discipline-oriented to eradicate poverty in the society</td>
<td>3.01</td>
<td>0.59</td>
<td>Agreed</td>
</tr>
<tr>
<td>12.</td>
<td>It promotes acquiring, adaptability and originality of skill in ones discipline to the societal development</td>
<td>3.21</td>
<td>1.18</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2.82</strong></td>
<td><strong>1.20</strong></td>
<td></td>
</tr>
</tbody>
</table>

The data from Table 3: showed those items with serial numbers, 9,11 and 12 had mean value scores above the criterion mean value of 2.50. Hence, agreed with the responses of how e-learning enhances community capacity building of learners. Whereas, item 10 disagreed with the responses of how e-learning enhances community capacity building of learners in the NOUN, Rivers State chapter.
**Hypothesis 1:** There is no significant difference between the mean scores of male and female learners on the instructional design for capacity building in NOUN Rivers State chapter.

**Table 4: Z-test calculated of the difference in the mean scores of male and female learners on the instructional design for capacity building in NOUN Rivers State chapter.**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>X̄</th>
<th>SD</th>
<th>DF</th>
<th>Z-cal</th>
<th>Z-Crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Learners</td>
<td>117</td>
<td>2.73</td>
<td>1.11</td>
<td></td>
<td></td>
<td></td>
<td>HO₁</td>
</tr>
<tr>
<td>Female Learners</td>
<td>219</td>
<td>2.71</td>
<td>0.97</td>
<td>334</td>
<td>0.25</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

*Note: Level of significance = 0.05*

Table 4 showed that male learners have mean and standard deviation scores of 2.73 and 1.11 respectively while female learners have mean and standard deviation scores of 2.71 and 0.97 respectively with a degree of freedom of 334 at an alpha level of 0.05. Since the calculated z-value of 0.25 is less than the critical value of 1.96 with 334 degrees of freedom at 0.05 level of significance, the hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female learners on the instructional design for capacity building in NOUN Rivers State chapter.

**Hypothesis 2:** There is no significant difference between the mean scores of male and female learners on the production capacity building in NOUN Rivers State chapter.

**Table 5: Z-test calculated of the difference in the mean scores of male and female learners on the production capacity building in NOUN Rivers State chapter.**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>X̄</th>
<th>SD</th>
<th>DF</th>
<th>Z-cal</th>
<th>Z-Crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Learners</td>
<td>117</td>
<td>2.09</td>
<td>1.21</td>
<td></td>
<td></td>
<td></td>
<td>HO₁</td>
</tr>
<tr>
<td>Female Learners</td>
<td>219</td>
<td>2.55</td>
<td>1.01</td>
<td>334</td>
<td>0.87</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

*Note: Level of significance = 0.05*

Table 5 showed that male learners have mean and standard deviation scores of 2.09 and 1.21 respectively while female learners have mean and standard deviation scores of 2.55 and 0.01 respectively with a degree of freedom of 334 at an alpha level of 0.05. Since the calculated z-value of 0.87 is less than the critical value of 1.96 with 334 degrees of freedom at 0.05 level of significance, the hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female learners on the production capacity building in NOUN Rivers State chapter.

**Hypothesis 3:** There is no significant difference between the mean scores of male and female learners on the community capacity building in NOUN Rivers State chapter.

**Table 6: Z-test calculated of the difference in the mean scores of male and female learners on the community capacity building in NOUN Rivers State chapter.**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>X̄</th>
<th>SD</th>
<th>DF</th>
<th>Z-cal</th>
<th>Z-Crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Learners</td>
<td>117</td>
<td>2.11</td>
<td>1.91</td>
<td></td>
<td></td>
<td></td>
<td>HO₁</td>
</tr>
<tr>
<td>Female Learners</td>
<td>219</td>
<td>2.25</td>
<td>1.20</td>
<td>334</td>
<td>0.79</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

*Note: Level of significance = 0.05*

Table 6 showed that male learners have mean and standard deviation scores of 2.11 and 1.91 respectively while female learners have mean and standard deviation scores of 2.25 and 1.20 respectively with a degree of freedom of 334 at an alpha level of 0.05. Since the calculated z-value of 0.79 is less than the...
critical value of 1.96 with 334 degrees of freedom at 0.05 level of significance, the hypothesis is accepted. Therefore, there is no significant difference between the mean scores of male and female learners on the community capacity building in NOUN Rivers State chapter.

**DISCUSSION OF FINDINGS**

The study revealed that distance learning promotes instructional design for capacity building; also instructional design for capacity building of the learner is Rivers State-environmental driven; further more distance learning develop the intellectual capacity building to be self-reliant and that it does promote indifference attitude among learners as ways e-learning enhances instructional design for capacity building of learners in the NOUN, Rivers State chapter. The e-learning educational system is one of the many potent instruments for fostering instructional design for capacity building, Bloom cited in Adesina (2015) ascribed e-learning education as the ability to build nationhood out of a multiplicity of elements. However, the further revealed the elements of production capacity building such as the development of learners to be productive; development of production capacity building help learners to be self-reliance; individual economic stability is gained through e-learning and knowledge is dynamics that requires production capacity building through e-learning pedagogical approach and means for improving production capacity building of learners in the NOUN, Rivers State chapter. According to Bloom's taxonomy cited in Vaugha (2010), to determine the level of expertise required measurable student outcome in e-learning with respect to their production capacity building.

Finally, the community capacity building was not excluded but itemized that vocational skills that developed strategies are most paramount; development of skills required practice and measured techniques in execution; community capacity building is practical-skill-discipline-oriented and that it promotes acquiring, adaptability and originality of skill in ones discipline to societal development are the ways e-learning promotes community capacity building of learners in the NOUN, Rivers State chapter. Bloom cited in Adesina (2015) reaffirmed that the economic is not only competitive but also turbulence that e-learners need to be efficient on their discipline community capacity building skill to be relevant in the society.

**CONCLUSION**

E-learning is a strategy for human capacity development and it is necessary for educational management. The effective management of e-learning is relevant and near success to strategies for human capacity development in Rivers State. Community capacity building should be practical-skill-discipline-oriented to promote adaptability and originality of skill by the learners in the NOUN, Rivers State chapter and effective management board and competent facilitators should operate management roles and lecturing respectively for easy delivery of the capacity building strategies. To attain e-learners capacity development, the instructional design for capacity building; the production capacity building and the community capacity building were addressed and analysed.

**RECOMMENDATIONS**

a. Rivers state government and NOUN, Rivers State chapter should promote instructional design for capacity building in order to enhance literacy
b. Development of production capacity building should be encourage for learners to be self-reliance and economically stability
c. Community capacity building should be practical-skill-discipline-oriented to promotes adaptability and originality of skill by the learners in the NOUN, Rivers State chapter
d. Effective management board and competent facilitators should operate management roles and lecturing tasks respectively for easy delivery of the capacity building strategies.
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