Online Facilitation and its Perceived use and Acceptance in Open and Distance Learning: The Experience of NOUN's Business Administration Students

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Abstract
Globally, universities have increasingly incorporated online facilitation tools and platforms to support student learning. This empirical study explored how business administration students at the National Open University of Nigeria (NOUN) feel about and accept online facilitation. Therefore, the problem addressed in this research was to investigate the perceptions and acceptance of online facilitation among Business Administration students at NOUN. The study employed both quantitative and qualitative methods to gather data and analyze findings, utilizing surveys and statistical analysis for measurement and interviews for deeper understanding. A sample of 350 students was drawn from a total population of 12,591 active undergraduate students in the department for this study, using the Morgan and Krejcie sampling method. A survey questionnaire was administered to this sample. A review of the pertinent literature reveals a plethora of academic and empirical studies, but to the best of my knowledge, no such empirical investigation has ever been carried out on the Business Administration students at the National Open University of Nigeria. The outcome of this research indicates that perceived ease of use, perceived usefulness, and acceptance of online facilitation play a crucial role in promoting effective teaching and learning experiences. The study's results showed, among other things, that the majority of NOUN Business Administration students like the accessibility and adaptability that online facilitation provides. Active student engagement and participation are effectively encouraged via online facilitation. However, the emphasis in the online learning environment is on digital literacy, internet access, and self-discipline. Based on the findings of this study, it is recommended that the institution should adopt a user-centered design approach when developing online facilitation platforms for students. Conduct thorough user research to understand the needs, preferences, and challenges faced by students and instructors. Incorporate their feedback throughout the design and development process to ensure the platforms are intuitive, user-friendly, and aligned with the users' expectations.

Key words: Online Facilitation, Perceived ease of use, Perceived usefulness, Acceptance of technology in education, Technology Acceptance Model

Introduction
The society today is increasingly reliant on evolving trends in the world of technology to provide services and meet other diverse demands with higher effectiveness, efficiency and speed. Almost every human engagement has been computerized as a result of technological advancements. As a result, the need to embrace technology in the transmission of knowledge is both critical and imperative.

Because it promotes greater participation and aids in learning retention, online learning is appealing to students and holds their interest[1]. The use of information and communication technology (ICT) in the classroom has consistently been associated with improved effectiveness, increased output, and improved educational outcomes, including the standard of critical, creative, and innovative thinking. Nigeria launched the Universal Basic Education programme in 1999 and

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[1]. T. Apena. December 2019. "Acceptability of Online Facilitation in National Open University of Nigeria." Proceedings of the 2nd International Conference on Research in Education. London, United Kingdom

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also created an ICT policy in 2001 in response to the global imperative of education for everyone and to avoid being left on the lower end of the "digital divide."[2]

Apparently, the online learning mode is an avalanche of speedily evolving trends increasingly influencing the educational process. New innovative platforms are continuously being lunched to ease the process of transmitting factual materials from those who know to those who are willing to know.

The National Open University of Nigeria (NOUN) is a pioneer in utilizing online facilitation to provide accessible and flexible higher education opportunities to a diverse student body. The digital transformation and technological advancements have significantly changed the educational landscape. With the flexibility of online learning, learners can pursue education on their own terms, without being constrained by time or place.

Additionally, it encourages participation and interaction, converting the static, lecture-style of instruction into a lively, group-based learning environment. However, in the pursuit of this vision, questions and challenges have arisen, necessitating a focused examination of critical issues. The acceptance and use of online facilitation by students and staff, however, is what determines the effectiveness of ODL. The results and success of ODL programs are substantially influenced by how much learners and educators adopt and customize online facilitation techniques. Online facilitation's perceived use and acceptance are key determinants of how it will affect the learning process. With a focus on the experiences, perceptions, and difficulties faced by NOUN's students, teachers, and administrators, this study attempts to investigate the dynamics of online facilitation and how it is considered to be used and accepted within the particular context of NOUN. NOUN will profit from the findings, which also add to the body of research on efficient online facilitation in open and remote learning situations. The study intends to open the door for a more inclusive, open, and interesting educational environment for students in ODL settings.

The research compass here is targeted at the capabilities of online facilitation in delivering the instructional content regardless of spatial and temporal barriers. To get a rewarding grasp of this academic venture, it is important to set the baseline by first and foremost describing this great innovation called online facilitation in the Open and Distance Learning, particularly in National Open University of Nigeria. This indeed has become necessary because the acceptance of a new intervention might be a function of perceived usefulness and the perceived ease of use as indicated in the Technology Acceptance Model (TAM).

Managing learners and learning resources through an online learning platform is a general definition of online facilitation.[3] The methodical process of controlling other people's online communication is called facilitation[4].

In this environment, the facilitator can interact with, support, and direct online learners. This facilitation exercise is structured to enhance an interactive, engaging and stimulating instructional

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[2] CM Anikweze. 2018. "Information and Communication Technology (ICT) and 21st Century Education in Nigeria."
International Journal of Innovation and Research in Education Science
[3]. Lukuman Kolapo Bello. 2021. "Exploring the Capabilities of Online Facilitation to Bridge the Instructional Gaps in Open and Distance Learning Delivery in Nigeria." Journal of Education and Practice 12 (3).
[4]. Coghlan, M. 2002. "Facilitating Online Learning." Available online: http://users.chariot.net.au/-michaelc/olfac.html.

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process which comprises three major activities classified under synchronous and non-synchronous learning environments. These activities include: (1) Video conferencing sessions (2) Discussion Forums and (3) Chat sessions with other students in the course.

In comparison to the conventional method of instruction delivery, which involved posting course materials in PDF format on the school website for students to download and read before exams, this does indeed represent a paradigm shift. Numerous studies have concentrated on the advantages of online facilitation to guarantee efficient online education. However, the perceived acceptance of online facilitation is first and foremost crucial to the success of the process. This perceived acceptance of online facilitation among online learners is inarguably a function of the perceived ease of use and the level of perceived usefulness. This forms the baseline for this research.

Perceived ease of use, Perceived Usefulness and Acceptance of Online-Facilitation among Business Administration Students in National Open University of Nigeria.

As a prompt response to the rising demand in our educational system which is obviously in excess of supply, the Open and Distance Learning has increasingly gained dominance over the Traditional institutions. This mode has become sacrosanct to provide answers to the begging questions associated with these hitherto existing institutions.

Open and Distance Learning (ODL) system is therefore referred to as an e-learning platform which vigorously engage the avalanche of technologies to enable learners properly internalize academic content without necessarily sitting with the teacher(s) either at same place or same time.

By implications, a Nigerian can be working far away Ghana and still be studying in Nigeria through the global arrangement.

A pedagogical shift in how online learning is used, collaborated with, interacted with, and discussed is being accelerated by online facilitation. The term "online facilitation" is used in pedagogy to highlight student-centered methods of instruction in virtual classrooms, where the teacher switches from being a "sage on the stage" to a "guide on the side"[5].

Academics assert that the use of the internet to facilitate learning enhances relationships between teachers, distant students, and learning resources.[6]

The use of the Internet for learning is viewed as a way to increase accessibility, effectiveness, and quality of education by enabling remote exchanges and collaboration as well as access to resources and services.[7] With the aid of communication and information technology, particularly the web and internet, learning is learning.[8]

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[5]. Lukuman Kolapo Bello. 2021. "Exploring the Capabilities of Online Facilitation to Bridge the Instructional Gaps in Open and Distance Learning Delivery in Nigeria." Journal of Education and Practice 12 (3).

[6]. Adesina, A. 2020. "Leveraging the Capabilities of Online Facilitation as an Interactive Mode of Instructional Delivery in Open and Distance Learning in Nigeria."

[7]. Kamba, M. A. 2009. "Access to Information: The Dilemma for Rural Community Development." Science and Education: An Open Access and Academic Publisher.

[8]. Ahmad Fikri Zulfikar et al. 2019. "The Effectiveness of Online Learning with Facilitation Method." Procedal Computer Science, 32-40.

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The open and distance learning form of education is therefore enviably desirable for its flexibility in respect to modalities and timing of teaching and learning, carrying capacity, payment schedule, as well as the admission requirements, while maintaining essential quality standards. Within the Nigerian context, many people have attributed students' non-challant attitude to reading which culminates in mass failure of students in examinations to the use of the Internet.[9] This Online mode of transmitting factual materials has increasingly gained relevance globally especially with the emergence of the corona virus pandemic which sparked a new thinking in search of alternative modes of teaching and learning other than the traditional classroom. Through the Online/virtual mode of education, information dissemination takes place seamlessly with the aid of evolving technologies that permit teachers in the form of facilitators and students to interact without necessarily being present in the same room. The seemingly limitless amount of information on the Internet provides access to current research reports and global knowledge, making it a crucial part of electronic services in academic institutions. Consequently, the Internet has developed into a useful tool for education, research, and collaboration in Nigeria.[10]

Objectives of the Study
The main objective of this study was to systematically investigate students' perceived ease of use and perceived usefulness of online facilitation tools, as well as their acceptance of this mode of learning.

However, the study has the following specific objectives:
i.   investigate the level of acceptance of online facilitation among   business administration students at the National Open University of Nigeria.
ii.   To analyze the level of perceived usefulness of online facilitation as a medium of instructional delivery among Business Administration students at the National Open University of Nigeria.
iii.   To examine the level of perceived ease of use of online facilitation   as a   medium   of instructional delivery among Business Administration students in National Open University of Nigeria.
iv.   To identify the effects of the students' perceived ease of use on their acceptance of online facilitation as a means to learn?
v.   To explore the impact of the students' perceived usefulness on their acceptance of online facilitation as a means to learn?

Research Questions
i.   What is the level of acceptance of online facilitation among   business administration students at the National Open University of Nigeria.
ii.   What is the level of perceived usefulness of online facilitation as a   medium of instructional delivery among Business Administration Students in National Open University of Nigeria
iii.   What is the level of perceived ease of use of online facilitation as a   medium   of instructional delivery among Business Administration   Students in National Open University of Nigeria
iv.   Is there any significant effect of the students' perceived ease of use   on   their acceptance of online facilitation as a means to learn?
v.   Is there any significant effect of the students' perceived usefulness   on   their acceptance of online facilitation as a means to learn?

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[9]. O. N. Alakpodia. 2010. "An Assessment of ICT Adoption and Use by Organizations in Abraka and Warri Metropolis in Delta State." Information Technologist 7 (2).
[10] Nwokedi, V. 2007. "Impact of Internet Use on Teaching and Research Activities of Academic Staff of Faculty of Medical Sciences, University of Jos." Gateway Library Journal 10 (1).

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Research Hypothesis

Perceived Usefulness:

H01: Business Administration students at the National Open University of Nigeria do not perceive online facilitation as a useful medium of instructional delivery.

Perceived Ease of Use:

H2: Business Administration students at the National Open University of Nigeria do not perceive online facilitation as easy to use.

Relationship between Perceived Ease of Use and Acceptance:

H03: There is no significant positive relationship between students' perceived ease of use and their acceptance of online facilitation as a means to learn.

Relationship between Perceived Usefulness and Acceptance:

H04: There is no significant positive relationship between the students' perceived usefulness and their acceptance of online facilitation as a means to learn.

Theoretical clarifications/Framework

Conceptualization of Online Facilitation:

Online facilitation was simply defined as the process of managing the learners and the learning through an online medium in the Australian National Framework.[11] Students are led through a conversation process by the facilitator, who is in complete control, in order to help them better understand the course material. In order to get the intended results, the facilitator must maintain decorum and tranquility while the learners may have questions or remarks to mull on.

Online education can match face-to-face instruction in terms of learning outcomes, according to studies. Instructional design, learner engagement, interaction, and technological infrastructure are just a few of the aspects of online education that have been researched.

Learning experiences are facilitated online in a virtual setting, which has many advantages for both learners and facilitators, including flexibility, accessibility, cost-effectiveness, and variety. Through productive engagement with facilitators and other students from various backgrounds, places, and industries, learners can exchange various viewpoints, experiences, and insights without incurring travel or logistics expenditures.

According to Adesina, stakeholders in open and distance learning should offer pertinent instructional and physical resources to support the efficient integration of synchronous and asynchronous online facilitation to encourage active student participation in the teaching-learning process.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a popular theoretical framework in the study of information systems and technology adoption. It was first put forth by Fred Davis in 1986, and a number of researchers have since expanded and improved it. The model seeks to describe and forecast how users will embrace and utilize new technology. The fundamental tenet of TAM is that

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[11]. Australian National Framework. 2003. "Effective Online Facilitation." https://leonardorenew.weebly.com › uploads › no_facilitation-e-learning. Retrieved September 12, 2019.

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there are two main influences on a user's disposition to utilize a technology. There are perceived ease of use and perceived usefulness. An older adult who perceives digital games as too difficult to play or a waste of time will be unlikely to want to adopt this technology, while an older adult who perceives digital games as providing needed mental stimulation and as easy to learn will be more likely to want to learn how to use digital games.[12] While TAM has been criticized on a number of grounds, it serves as a useful general framework and is consistent with a number of investigations into the factors that influence older adults' intention to use new technology.[13]

Perceived Ease of Use:

The degree to which people think using a certain technology is simple to understand and requires little effort is known as perceived ease of use. The Technology Acceptance Model (TAM) contends that attitudes and intentions toward the use of technology are influenced by perceived ease of use. The interface design, navigation, system dependability, and technical support are just a few of the elements that studies have looked at as influencing perceived ease of use in online learning.

Perceived Usefulness:

People's perceptions of a technology's usefulness are related to how much they think utilizing it will improve their performance or make their tasks easier.

TAM also contends that attitude toward and intention to use technology are strongly influenced by perceived usefulness.

Quality of the information, interaction, chances for collaboration, and relevance to the needs and objectives of the learners are among the characteristics that have been studied as determining how useful online education is considered.

Acceptance of Technology in The Learning Environment:

Technology acceptance is the willingness of a person to adopt and use a specific technology. Numerous technologies, such as learning management systems, online collaboration tools, virtual classrooms, and multimedia resources, have been studied in relation to their acceptability in educational contexts.

Business Administration Students in National Open University of Nigeria

This comprises the students enrolled and studying for a bachelor of science degree in business administration at the national open university of Nigeria. Apparently, the students' attitudes towards the use of online platforms for course delivery and their overall satisfaction with the online learning environment is a major consideration for an ODL institution.

Empirical Literature

Relevant empirical studies and scholarly articles in the broader field of technology acceptance and online education.

According to Apena (2019), if properly moderated, online facilitation can be engaging and fruitful.[14] It can also easily improve learners' performance because the rate of retention will be high, especially if there is the option to record and playback. When supporters spread the word about the fun they had, the

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[12]. Neil Charness and Walter R. Boot. 2016. "Technology Gaming and Social Networking." In Handbook of the Psychology of Aging, Eighth Edition

[13]. Braun, V., and V. Clarke. 2013. Successful Qualitative Research: A Practical Guide for Beginners. SAGE Publications, London.

[14]. T. Apena. December 2019. "Acceptability of Online Facilitation in National Open University of Nigeria." Proceedings of The 2nd International Conference on Research in Education. London, United Kingdom.

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knowledge they learned, and the successful outcomes they had as a result, it can also increase enrollment.

Al-Adwan et al.,"Exploring students' acceptance of e-learning using Technology Acceptance Model in Jordanian Universities," examined how well students were able to adopt e-learning systems at these institutions.[15] From their findings, while the results demonstrated that perceived usefulness had no significant influence on students' attitude, perceived ease of use significantly influenced both attitude and perceived usefulness. The study also provides an indicator of students' acceptance of e-learning as well as identifying the important factors that would contribute to its successful use.

In Tella's opinion, ICT use has advantages for both the instructor and the students. ICT can help teachers improve their methods of instruction and involve students in hands-on learning experiences.[16] The lessons can be made more interesting and useful by incorporating multimedia resources, such as simulations, videos, and online tests. With the help of ICT, students can learn and explore things on their own. They have access to information from a variety of sources, can work online with peers on projects, and can develop key digital literacy skills, which are becoming more and more crucial in the current digital age.

Open and distance learning is faced with a number of difficulties, according to Oparaduru, who examined facilitators' perspectives on blended learning techniques (BLT).[17] These difficulties are primarily brought on by the rapidly changing trends in contemporary technologies that are available for online education. These difficulties include things like download errors, installation problems, login issues, audio and video issues, and more. Online instruction can occasionally be boring and uninteresting for students. To avoid affecting the teaching-learning process, he suggested that technical issues can be resolved by pre-recording video lectures, testing the material, and always having a Plan B available.

By understanding the extent to which online facilitation is utilized and accepted, as well as identifying any challenges or barriers, the study aims to provide valuable insights and recommendations for enhancing the students' learning experiences. Ultimately, this research can contribute to the advancement of open and distance learning practices at the National Open University of Nigeria, benefiting both current and future Business Administration Students.

Theoretical Underpinnings
The Technology Acceptance Model is a well-known theoretical framework that explains and forecasts users' acceptance and adoption of technology (TAM). The concept was first proposed by Fred Davis in 1989, and numerous researchers have since developed and expanded upon it. The foundation of TAM is the idea that users' opinions of a technology's utility and usability have a significant impact on their behavioral intentions to use it, and ultimately, how they actually use it.

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[15]. Al-Adwan, A. S., Al-Adwan, A. S., and J. Smedley. April 2013. "Exploring Students' Acceptance of E-Learning using Technology Acceptance Model in Jordanian Universities." The International Journal of Education and Development using Information and Communication Technology 9 (2): 4-18.

[16]. Tella, A. 2011. "Availability and Use of ICT in South-Western Nigeria Colleges of Education." International Multidisciplinary Journal, Ethiopia 5 (5): 315-331.

[17]. Oparaduru, J. O. 2022. "Perception of Facilitators on the Use of Blended Learning Techniques in National Open University of Nigeria." International Journal of Migration and Global Studies (IJMGS) 2 (1).

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According to the model, users' attitudes and intentions toward using a technology are largely determined by how useful and simple they perceive it to be. These perceptions are influenced by a number of variables, including the user's prior experiences, the system's functionality, and how well it seems to fit their needs and objectives. When users perceive technology as useful and user-friendly, they are more likely to express positive attitudes toward it and their intentions to use it. This then raises the possibility of actual usage.

Source: Davis et. al. (1989), Venkatesh et. al. (2003)
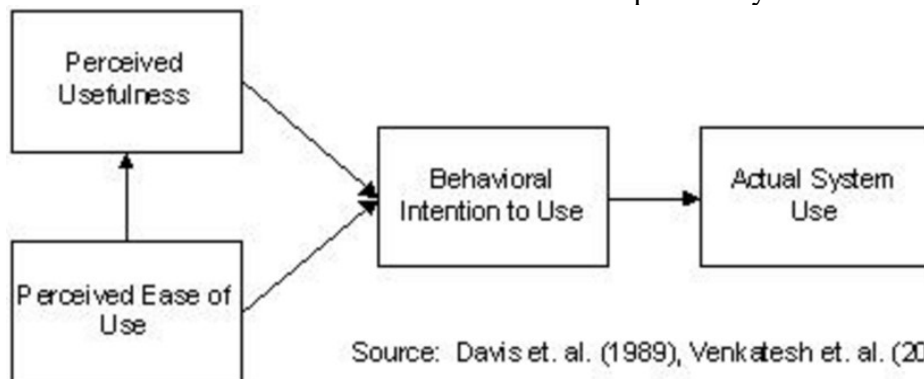
The TAM contends that users' opinions of a technology directly depend on its perceived usefulness and ease of use. Positivity then increases the intention to use technology, which in turn influences the actual usage behaviour.

To provide a more complete understanding of technology acceptance, extensions of TAM have included additional factors like subjective norms (social influence), facilitating conditions, and individual inventiveness. To account for social and organizational factors, the Unified Theory of Acceptance and Use of Technology (UTAUT) incorporates TAM with other theories.
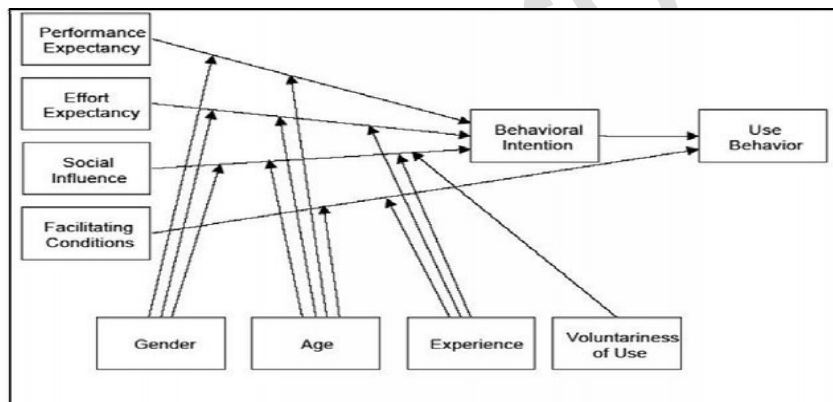
Source: Venkatesh et al., 2003

In general, TAM offers a strong framework for examining the variables influencing acceptance, such as perceived usability and ease of use of online facilitation among students in the department of business administration at the National Open University of Nigeria.

Methodology

This is an exploratory research based on a blend of both the quantitative and qualitative research design. Questionnaires on students' level of acceptance to participate in online facilitation were employed in generating quantitative data while interviews were conducted for qualitative data used in carrying out this research. The population of the study was twelve thousand, five hundred and

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ninety-one (12,591) active students while Morgan and Krejcie sampling method was adopted to get three hundred and fifty (350) students as sample size. The hypotheses were tested using regression analysis. These instruments were administered to students of business administration in National Open University of Nigeria using the online medium

Results and Discussion

Section 1: Demography

Table 1: Sex of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	178	50.8	50.8	50.8
	Female	172	49.2	49.2	100.0
	Total	350	100.0	100.0	

Source: Field Data, 2023.

Table 1 shows the gender distribution of the respondents. The results revealed that 50.8% of the respondents are male while 49.2% of the respondents are female. This implies that most of the respondents are male.

Table 2: Year of Study of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	60	17.1	17.1	17.1
	Year 2	62	17.7	17.7	34.8
	Year 3	69	19.9	19.9	54.7
	Year 4	95	27.1	27.1	81.8
	Year 5	64	18.2	18.2	100.0
	Total	350	100.0	100.0	

Source: Field Data, 2023.

Table 2 shows the year of study of the respondents. The result shows that 17.1% of the respondents are in year 1, 17.7% of the respondents are in year 2, 19.9% of the respondents are year 3 students, 27.1% of the respondents are year 4 while 18.2% of the respondents are year 5 students. This implies that majority of the respondents are year 4 students.

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Section 2: Perceived Usefulness
Table 3 PU

Statement	Frequency Yes	Percentage No	(%) Maybe
Online facilitation platforms enhance my understanding of course material	255 (72.9%)	54(15.4%)	41(11.7%)
Online facilitation platforms improve my academic performance.	253 (72.3%)	67(19.1%)	30(8.6%)
Online facilitation platforms provide valuable resources and materials.	281 (80.3%)	55(15.7%)	14 (4%)
Online facilitation platforms support interaction and collaboration with instructors and peers.	267 (76.3%)	49(14%)	34 (9.7%)
Online facilitation platforms are effective in meeting my learning objectives.	270 (77.1%)	46(13.1%)	34 (9.8%)

Source: Field Data, 2023.

Table 3 shows the opinion of the respondent on perceived usefulness of online facilitation for your learning. 72.9% of the sample size agreed that online facilitation platforms enhance their understanding of course material, 72.3% of the respondents acknowledged that online facilitation platforms improved their academic performance, 80.3% of the respondents agreed that online facilitation platforms provide valuable resources and materials, 76.3% of the respondents agreed that online facilitation platforms support interaction and collaboration with instructors and peers while 77.1% of the sample size agreed that online facilitation platforms are effective in meeting their learning objectives. This implies that majority of the respondents acknowledged that online facilitation platforms are useful for their learning.

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Section 3: Perceived Ease of Use

Table 4 PEU

Statement	Frequency Yes	Percentage No	(%) Maybe
The navigation and interface of online facilitation platforms are intuitive.	238 (68%)	81(23.1%)	31(8.9%)
It is easy to find and access the necessary features and functionalities on online facilitation platforms.	257 (73.4%)	88(25.1%)	5 (1.4%)
	255 (72.9%)	85(24.3%)	10(2.9%)
I find it easy to interact with instructors and peers using online facilitation platforms.	258 (73.7%)	84(24%)	8 (2.3%)
Learning to use online facilitation platforms is straightforward and requires minimal effort.	259(74%)	87(24.9%)	4(1.1%)
Online facilitation platforms are user-friendly and do not require technical expertise.			

Source: Field Data, 2023.

Table 4 shows the opinions of the respondents on perceived ease of use of online facilitation for your learning. 68% of the respondents agreed that the navigation and interface of online facilitation platforms are intuitive, 73.4% of the respondents agreed that it is easy to find and access the necessary features and functionalities on online facilitation platforms, 72.9% of the sample size agreed that they find it easy to interact with instructors and peers using online facilitation platforms, 73.7% of the respondents agreed that learning to use online facilitation platforms is straightforward and requires minimal effort while 74% of the respondents agreed that online facilitation platforms are user-friendly and do not require technical expertise. This implies that most of the respondents acknowledged that online facilitation for learning is easy to use.

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Section 4: Acceptance of Online Facilitation
Table 5 AOF

Statement	Frequency Yes	Percentage No	(%) Maybe
I am willing to use online facilitation platforms for my academic studies.	261(74.6%)	75(21.4%)	14 (5.7%)
I find online facilitation platforms to be a valuable	261(74.6%)	75(21.4%)	14(5.7%)
addition to my learning experience.	261 (74.6%)	75(21.4%)	14 (5.7%)
I am comfortable using online		76(21.7%)	15(4.3%)
facilitation platforms as a	259 (74%)	77(21.7%)	14 (4.3%)
primary mode of instructional delivery.	259 (74%)		
I would recommend online facilitation platforms to other students in my program.			
I intend to continue using online facilitation platforms in my future courses.			

Source: Field Data, 2023.

Table 5 shows the opinion of the respondents on their acceptance of online facilitation. 74.6% of the respondents are they are willing to use online facilitation platforms for their academic studies, they find online facilitation platforms to be a valuable addition to their learning experience and they are comfortable using online facilitation platforms as a primary mode of instructional delivery while 74% of the respondents agreed that they would recommend online facilitation platforms to other students in their program and intend to continue using online facilitation platforms in their future courses. This implies that majority of the respondents accepted online facilitation for their learning.

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Hypotheses Testing

Regression analysis is a statistical method used to determine the strength and direction of the relationship between variables. By analyzing the data, it provides insights into how changes in the independent variable (X) impact the dependent variable (Y), while holding all other factors constant. This allows us to make predictions about the value of Y based on a given value of X, assuming no other factors influence the relationship. This study adopted linear regression analysis for hypothesis testing. The results are displayed below.

Table 3 Regression Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963[a]	.928	.925	.26285

Source: Field Data, 2023.

a. Predictors: (Constant), PU, PEU, RPEUA, RPUA

The correlation between the two variables is displayed in this section (R). This is a good summary. R^2 must be between 0.7 and 0.9 to be considered strong according to how R-square is to be interpreted. As a result, the R-square for this study is 0.928, demonstrating the strength of the aforementioned output.

Table 4.1 ANOVAª

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	101.921	4	25.480	368.797	.000[b]
	Residual	7.945	115	.069		
	Total	109.867	119			

Source: Field Data, 2023.

a. Dependent Variable: RPUA
b. Predictors: (Constant), PU, PEU, RPEUA

The F-value and the null hypothesis are explained by the ANOVA outputs. Table 4.12 focuses on the sig, which needs to be less than 0.05 to indicate whether the variables are significantly correlated. In other words, the sig is less than 0.05 as expected for this result (p 0.05). As a result, the variables have a significant relationship. This significant relationship suggests that there is a strong association between the variables being analyzed.

Therefore, we can reject the null hypothesis and conclude that there is evidence to support the presence of a meaningful correlation between the variables.

Table 4.2   Coefficientsª

Coefficientsᵃ

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Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.172	.062		2.784	.004
PU	1.054	.067	1.143	15.722	.000
1 PEU	-.271	.060	-.322	-4.522	.000
RPEUA	-.057	.057	-.059	-.989	.002
RPUA	.229	.031	.252	7.453	.000

Source: Field Data, 2023.

a. Dependent Variable: RPUA

The coefficients used to interpret beta values are displayed in the output, as seen above. This output includes the p-value to determine significance, along with the A and B values. If p.05., we reject Ho. This indicates that the relationship is trustworthy and that predictions can be based on it. [Note: The p value for these six variables is the same as what is shown on the correlation matrix.]

In this case, our regression equation [y'= bx + a] becomes;
PU (variable 1), ……………..**y' = 10.54(x) + 17.20**
PEU (variable 2), ……………..**y' = -2.71(x) + 17.20**
RPEUA (variable 3),........................**y' = -0.57(x) + 17.20**
RPUA (variable 4),……..................**y' = 2.29(x) + 17.20**
With the above result, it was discovered that all of the variables have p values less than 0.05. the constant variable as well as four additional independent variables. As a result, we conclude that these variables have a valid significance relationship. As a result, we can accept the alternative hypothesis and confidently reject the null hypothesis.

Conclusion
This study, which aimed to carefully investigate and comprehend a range of pertinent concerns, was focused on the online facilitation provided by the National Open University of Nigeria (NOUN). We have gained important insights into the dynamics of online facilitation and its reception among students of Business Administration at the National Open University of Nigeria (NOUN) through a mixed-methods approach that combined quantitative surveys and qualitative interviews while using the Technology Acceptance Model (TAM) as the theoretical framework. The outcome of this research indicates that perceived ease of use, perceived usefulness, and acceptance of online facilitation play a crucial role in promoting effective teaching and learning experiences. The study's results showed, among other things, that the majority of NOUN Business Administration students like the accessibility and adaptability that online facilitation provides. Active student engagement and participation are effectively encouraged via online facilitation. However, the emphasis in the online learning environment is on digital literacy, internet access, and self-discipline.

Recommendations
Based on the findings of this study, it is recommended that the institution should adopt a user-centered design approach when developing online facilitation platforms for students. Conduct thorough user research to understand the needs, preferences, and challenges faced by students and

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instructors. Incorporate their feedback throughout the design and development process to ensure the platforms are intuitive, user-friendly, and aligned with the users' expectations.

Further recommendations from this study are itemized below:

i.   The University should organize workshops or training sessions for students   and facilitators to help acquaint them with different online   facilitation platforms and provide information on how to use them   effectively for learning. This would further encourage the use and   acceptance of online facilitation.

ii.   In order to increase their use and accessibility, online facilitation   platforms   should   be built with user-friendly user interfaces.

iii.   Facilitators should ensure that the information provided to students   taking business administration courses online are in line with their   unique   requirements   and learning goals.

iv.   The institution should create a specialized technical support group to help instructors and facilitators in the event that they run into   any problems while employing online facilitation tools. A quick and trustworthy support network might be beneficial.

v.   The University should encourage student interaction, participation in group discussions, and teamwork to foster collaborative learning   through online facilitation. The sense of community can be   strengthened and a pleasant learning environment can be fostered   via active peer participation.

This study provides a basis for understanding how business administration students in Nigeria perceive and adopt online facilitation. Additional research in different fields and academic settings can be done to improve the comprehension and applicability of the findings.

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