ENHANCING THE QUALITY OF TEACHING AND LEARNING OF EDUCATIONAL MANAGEMENT IN NIGERIAN UNIVERSITIES: A STUDY OF UNIVERSITY OF ABUJA

LOVE EBUK, Ph.D
Department of Educational Administration and Planning, University of Abuja, Abuja.

And

GRACE SIMADI OLOWONEFA, Ph.D
Department of Educational Administration and Planning, University of Abuja, Abuja.

Abstract

The advances in communication and computer technologies have culminated in the supplementation and near phase-out of traditional educational delivery system. These new technologies allow for more flexibility in learning and a wider reach for education in many countries world-wide. The study therefore examined the quality of teaching and learning of educational management in Nigerian universities. The investigation was conducted in the University of Abuja. Two objectives and research questions guided the study. Descriptive survey research design was adopted for the study. The population consisted of 225 respondents comprised of 15 teaching staff and 210 (200) level students from the Department of Educational Administration Planning of the University. The entire population constituted the sample but only 206 respondents dully retuned the instrument. A structured questionnaire titled "Enhancing Quality Teaching and Learning of Educational Management in Nigerian Universities through E-Learning" (EQTLEMNUEL) was used as instrument for data collection, using Likert type rating scale. Test-retest method of reliability was used to obtain the internal consistency. The reliability index 0.78 was obtained. Data collected were statistically analysed using the frequency tables and percentile. The study discovered among others that teachers do not use e-learning technologies like projector, video conferencing, internet, radio broadcast and online classroom discussion boards to enhance quality teaching and learning of educational management in university of Abuja and irregular power supply, inability of many teachers to manipulate some of the sophisticated e-learning technologies are barriers to e-learning. Recommendations were made among which include that the university management should provide stable power supply to entire

university community, university management should connect the university community to WIFI and academic staff of the universities should attend workshops and trainings to acquire appropriate skills in e-learning.

Keywords: E-learning, WIFI, technologies, supplementation, flexibility

Every nation invests in education because it can produce unquantifiable benefits for individuals, organisations and the society as a whole. According to Udokang (2006), education is the provision of opportunity for a child to realize his/her potentials, goals and abilities in life. Education includes the acquisition of functional skills, moral identity; and attribution to succeed in life and thereby improve the society (Fareo, 2012). The yearnings, needs, aspirations as well as the cultural heritage and environment of any society determines, to a large extent the kind of knowledge and skills to be acquired (Adebosin, 2004).

University is the highest level of education where the high level manpower, intellectual and future leaders are developed (Olutola and Olatoye, 2015). It is a place where students come together to pursue knowledge and it promotes the development of intellectual capacities of individuals to understand and appreciate their environments (Ajayi, 2003). Universities therefore educate future leaders and develop the high-level technical capacities that underpin economic growth and development (Odekunle, 2001).

University education is at the centre of human resource development and advancement. Therefore, instructional delivery in University setting must be done in such a way that students comprehend what is taught and apply it to solve problems where applicable. Hence, traditionally the main learning approach focuses on teachers rather than the students. A teacher determines what to teach, how to teach and thus, less concern about the students that are at the receiving end (Fayomi, Ayo, Ajayi, and Okorie, 2015).

There are various learning approaches being put in place to compensate for the problems occasioned by this traditional learning paradigm. Today, the advances in communication and computer technologies have culminated in the supplementation and near phase-out of traditional educational delivery system. These new technologies allow for more flexibility in learning and a wider reach for education in many countries world-wide (Salawudeen, 2010). E-learning has become a new epitome and new underlying principles in educational sector with a mission to serve as a development platform for present-day society based on knowledge.

According to Olaniyi (2006), e-learning is all about learning that occurs at the computer. In our contemporary world, the learning through the aid of a computer simply means online knowledge acquisition through the internet or offline through CD-ROM etc. In other words, it is the use of network technologies to create, foster, deliver,

and facilitate learning, anytime and anywhere. E-learning though not new in Nigeria has been given much prominence of recent. E-learning in Nigeria tertiary institutions has recently continued to grow at unprecedented rate but with a lot of challenges (Nwabufo, Umoru and Olukotun, 2012).

Fayomi et al (2015) exemplify that e-learning has the potential to provide opportunities for reflective and integrating learning outcomes. E-learning is a general term used to refer to electronically-enhanced learning. It may involve the use of computers, mobile technologies such as personal digital assistants and MP3/MP4 player and includes the use of web-based teaching materials and hypermedia in general, as rooms or web-sites, discussion boards, collaborative software, e-mail, blogs, wikis, text chart, computer aided assistant, educational animation, simulation, games, learning management software et cetera.

E-learning is a learner-controlled, self-paced education environment where the learner has authority over the learning environment; thereby allowing learners to work at their pace, convenience (Eke, 2011). This change in education has led to a paradigm shift from teacher centredness through to learner centredness (Kassa & Balunywa, 2013). It is however sad to note that the deplorable state of educational system in Nigeria due to the inadequate teaching –learning facilities and infrastructures; essentially incessant power outages make e-learning practically difficult in Nigerian universities. Fayomi et al (2015) argue that the survival of tertiary educational institutions in the 21st century will increasingly rely on various forms of electronic delivery system and communication facilities that are available in markets as requirements for educational flexibility. It is on this note that this paper examined quality of teaching and learning of educational management in Nigerian universities through the e-learning.

Statement of the Problem

In recent times, the issue of e-learning which means the use of electronic technology to deliver and receive knowledge and skill has been raised and is practiced in the developed nations of the world (Ayodele, 2010). The researcher however observed that Nigerian tertiary institutions are behind in the adoption of these technologies as there is evidently an extremely low rate of diffusion of e-learning and as a consequence, a low rate of usage especially among teaching staff. There is the problem of epileptic power supply, inadequate funding and also Nigeria is highly deficient in the area of engineering and technological development. These developments negatively affect the quality of teaching and learning in Nigerian universities that is retrogressing. These problems thus necessitate the study on quality of teaching and learning of educational management in Nigerian universities through the e-learning

Objectives of the Study

The broad aim of this study is to examine the quality of teaching and learning of educational management in Nigerian universities through the e-learning. The study also sought to achieve the following specific objectives:

1. Find out whether teachers of educational management use e-learning to enhance quality teaching and learning of educational management.
2. Examine the factors inhibiting the teachers of educational management use e-learning to enhance quality teaching and learning of educational management

Research Questions

To provide proper guides for the study, the following research questions were investigated:

1. Do teachers of educational management use e-learning to enhance quality teaching and learning of educational management?
2. What are the factors inhibiting the teachers of educational management use e-learning to enhance quality teaching and learning of educational management?

Literature Review

The appropriate use of instructional technologies on the part of teachers goes a long way in facilitating quality learning on the part of students. Effective teaching and learning of educational management in Nigerian universities can be facilitated by adopting e-learning by both teachers and students. According to Eke (2011), e-learning is a learner-controlled, self-paced education environment where the learner has authority over the learning environment; thereby allowing learners to work at their pace, convenience. E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching. Kassa & Balunywa (2013) supported that e-learning in education refers to the use of modern technologies such as computers, digital technology, networked digital devices (e.g. the internet) and associated software and course ware. Kassa & Balunywa (2013) stressed that e-learning as opposed to distance learning is a term that is used to refer to all ICTs, networks, internet and other forms of electronic media that can be used to enhance teaching and learning so as to transfer knowledge and skills.

Nwabufo, Umoru & Olukotun (2012) reveal that e-learning encompasses learning at all levels, both formal and non-formal that uses an information network, the internet, an intranet (LAN) or extranet (WAN), whether wholly or in part, for course delivery, interaction, evaluation and facilitation which Salawudeen (2010) explained, uses network technologies to create, deliver and facilitate learning (educational management) any time, and anywhere.

Fayomi, Ayo, Ajayi, and Okorie (2015) argue that the introduction of new multimedia technologies and the Internet in teaching-learning relationship has been

seen as a means to improve accessibility, efficiency and quality of learning in this case, educational management by facilitating access to information resources and services as well as remote exchanges and collaboration. It has been found that students in higher educational institutions that engaged in e-Learning, generally performed better than those in face-to-face courses. Holley (2002) found that students who participate in online/e-learning achieve better grades than students who studied traditional approach. As result of this finding, e- learning is growing very fast and become popular and that is why many higher educational institutions are adopting to virtual learning system.

Nwabufo, Umoru & Olukotun (2012) note that e-learning is self-paced and the learning sessions are available always as learners are not bound to a specific day/time to physically attend classes. They can also pause learning sessions at their convenience. Basic internet access, audio, and video capabilities are common requirements. Depending on the technology used, students can begin their courses in educational management while at work or at home and finish them at an alternate internet equipped location.

Regrettably, Olutola and Olatoye (2015) in their study of challenges of e-learning technologies in Nigerian University education found that limited or lack of connectivity in Nigeria Universities impedes access to e- learning. E-learning requires equipment that can facilitate learning, but in some of Nigeria universities, the equipment such as computers, digital technology, and internet are not available for proper utilization. Software enables educators to design and develop learning content. These softwares are costly and not available for use in some of our universities, to facilitate e-learning programme.

In a similar study by Nwabufo, Umoru & Olukotun (2012) who studied the challenges of e-learning in tertiary institutions in Nigeria found that the problem of electricity instability which has been a major setback for our technological development affect e-learning. Some of the students that reside in cities and towns are faced with the problem of epileptic supply of electricity, while majority of them who live in rural areas are not connected to the national grid. E-learning in Nigerian tertiary institutions is still a dream because of poor ICT infrastructure and other socio-economic reasons. Due to very high primary cost of infrastructural development and to increase public access to internet and other ICTs, the Nigerian universities are still far behind from getting benefit from the e-learning.

Salawudeen, (2010) in his study of e-learning technology: The Nigerian experience found the problem of inequality of access to the technology itself by all the students as a challenge to the use of e-learning. The cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average parent in the country. Few students that are privileged to have a PC/Laptop are not connected to the internet as this does attract extra cost which they cannot afford. Most of the teaching staff and students have no computer education background; hence some

go to the extent of hiring experts at a cost to assist them to do online work. However, the very few who have access to the computer do not know how to use it and maximize its usage. The current study thus looked at the situation of e-learning in educational management of the University of Abuja.

Methodology

The study adopted descriptive survey research design. The population consisted of 225 respondents comprised of 15 academic staff and 210 (200) level students of the department of Educational Administration and Planning of University of Abuja, Federal Capital Territory, Abuja. The entire population constituted the sample for the study since it can be managed. A structured questionnaire titled: "Enhancing Quality Teaching and Learning of Educational Management in Nigerian Universities through E-Learning" (EQTLEMNUEL) was used as the instrument for data collection, using Likert-type rating scale: Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD).

However, for the purpose of data presentation, Strongly Agree and Agree responses were merged together and Strongly Disagree and Disagree responses were merged together. Content validity was used. A pilot study was conducted at School of Education of FCT College of Education Zuba, Abuja. A total of 100 copies of the questionnaire were administered to randomly selected teaching staff and students. Test-retest method of reliability was used to obtain the internal consistency. The reliability index 0.78 was obtained.For the main study, 206 questionnaire were returned out of 225 questionnaire administered. Data collected were statistically analysed using the frequency tables and percentage. Discussions of findings were done immediately after data analysis.

Results

Table 1: Teachers Use of E-Learning and Factors Inhibiting the Teachers Use E-Learning to Enhance Quality Teaching and Learning of Educational Management

S/n	Items	Agree	Disagree	Total
A	**Use of e-learning by teachers to enhance quality teaching and learning of educational management**			
1.	Teachers use projector to enhance quality teaching and learning of educational management	94 45.6%	112 54.4	206 100%
2.	Teachers use video conferencing to facilitate the teaching and learning of educational management	7 3.4%	199 96.6%	206 100%
3.	Internet is used to promote the teaching and learning of educational management	47 22.8%	159 76.2%	206 100%
4.	Radio broadcast is used by the teaching staff to facilitate teaching and learning of educational management	3 1.5%	203 98.5%	206 100%
5.	Teachers use online classroom discussion boards to enhance teaching and learning of educational management	30 14.6%	176 85.4%	206 100%

6.	E-mail is used by teachers to facilitate the teaching and learning of educational management	204 99.1%	2 0.9%	206s 100%
7.	Teachers reach out to students through text chart to facilitate the teaching and learning of educational management	114 55.3%	92 44.7%	206 100%
B	**Factors inhibiting teachers use e-learning to enhance quality teaching and learning of educational management**			
8.	Irregular power supply makes it impossible for effective use of e-learning	187 90.8%	19 9.2%	206 100%
9	Many teachers cannot manipulate some of the sophisticated e-learning technologies.	117 56.8%	89 43.2%	206 100%
10.	The university community is not connected to WIFI	110 53.4%	96 46.6%	206 100%
11.	Lack of computer knowledge by some teachers and students is a barrier to e-learning.	59 28.6%	147 71.4%	206 100%

Source: Field Survey, 2019

Table 1 above reveals that a large number of sampled teachers and students agreed that teachers do not use e-learning technologies to enhance quality teaching and learning of educational management (see items 1-5). Respondents disagreed that teachers use projector, video conferencing, internet, radio broadcast and online classroom discussion boards to enhance quality teaching and learning of educational management in university of Abuja. Notwithstanding the importance attached to e-learning as discovered by Fayomi, Ayo, Ajayi, and Okorie (2015) who argue that the introduction of new multimedia technologies and the Internet in teaching-learning relationship has been seen as a means to improve accessibility, efficiency and quality of learning in this case, educational management by facilitating access to information resources and services as well as remote exchanges and collaboration. But many teachers in university of Abuja do not take the advantage of e-learning to promote teaching and learning. Olutola and Olatoye (2015) reveal that the reason for non-utilization of e-learning by teachers might likely be due to lack of connectivity in Nigeria Universities and costly and inadequate e-learning technologies. The good news is that, many teachers in university of Abuja use E-mail and also reach out to students through text chart to facilitate teaching and learning especially, educational management (see item 6-7)

The respondents agreed that irregular power supply, inability of many teachers to manipulate some of the sophisticated e-learning technologies and failure of the university community to connect to WIFI were some of the factors inhibiting teachers use e-learning to enhance quality teaching and learning of educational management

(see items 8-10). These findings are in line with Olutola and Olatoye (2015) in their study of challenges of e-learning technologies in Nigerian University education that limited or lack of connectivity in Nigeria Universities impedes access to e- learning. E-learning requires equipment that can facilitate learning, but in some of Nigeria universities, the equipment such as computers, digital technology, and internet are not available for proper utilization. It also concur with Nwabufo, Umoru & Olukotun (2012) who asserted that the problem of electricity instability which has been a major setback for our technological development affect e-learning. The findings are reflection of deplorable state of infrastructural development in our university system which makes it almost impossible for teachers in conventional universities to adopt e-learning to facilitate teaching and learning. Although the study disagreed that lack of computer knowledge by some teachers and students is a barrier to e-learning (see item 11). It contracted the findings by Salawudeen, (2010) in his study of e-learning technology: The Nigerian experience who found among others that most of the teaching staff and student have no computer education background; hence some go to the extent of hiring expert at a cost to assist them to do online work. The current study showed that many teaching staff and students of tertiary institutions of learning in Nigeria are computer literate, only that the system they operate do not give them the enabling environment to showcase their potential.

Conclusions

From the findings of the study, conclusion can be drawn that e-learning technologies are effective in enhancing teaching and learning of educational management. Through e-learning, the learning sessions are available always as learners are not bound to a specific day/time to physically attend classes. They can also pause learning sessions at their convenience. But many teachers in university of Abuja do not take the advantage of e-learning to promote teaching and learning.

Recommendations

Based on the findings of the study, the following recommendations were suggested:

1. The university management should provide stable power supply to entire university community to facilitate the use of e-learning in our universities.
2. The university management should connect the university community to WIFI
3. Academic staff of the universities should attend workshop and training to acquire appropriate skills in e-learning.
4. Similarly, university management should employ capable computer experts to train lecturers on how to use e-learning technologies to deliver their lectures,
5. Government, especially the federal and state government should equip Nigerian universities with e-learning technologies

6. The federal and state government should adequately fund the universities to provide e-leaning centres in the institutions,

7. Non-governmental organizations and hi-tech companies should support in the provision e-learning technologies to the universities.

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