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THE TEACHER FACTOR AND THE CHALLENGES OF REVAMPING EDUCATION TAILORED TO MEETING THE NEEDS OF E-LEARNING IN NIGERIA

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Abstract

The paper presents information on the teacher factor as a personality figured on the quest for achieved quality assurance the paper focused on an attempt at a discourse in meeting the challenges inherent in revamping education for the needs of e-learning in Nigeria. Besides this, the curriculum provisions is also a focal point being a segment of teacher training and retaining in this gestured is also focused at. The highlight of the paper also is geared towards identifying more challenges inherent in this programme as tailored to inability to rendered effective and efficient counseling system. Such that boarders on mal adaptive and mal adjusted behaviours demonstrated by learners in terms of alcoholism, teenage pregnancy, drug abuse among others. Which affect teaching and learning in a negative way, this behaviours manifested having result from lack of physical contact by the teacher and school counselor as such can mar implementation of any given curriculum of study. This affect the curriculum of study in terms of selection of relevant subjects of study and or chosen combinations based on leaners ability and capability. Hence, the relevance of counseling system in functional education programme. Another constituted challenges is in area of identification, relevant and suitable means of assessment tool in e-learning education programme bearing in mind what result from examination malpractice through ICT education delivery, practices bordering on internet facility through electrical gadgets (handsets etc.) which count down on standard and quality measuring on creativity and productivity as a result of e-learning education delivery practices/programme of study.

Key words: Teacher, personality, training and re-training, quality assurance, maladjusted and mal adaptive behaviours, e-learning, ICT equipment's and internet facilities as well as examination malpractice.

Introduction

The teacher Factor is the totality of Personality variables processed by the teacher such that makes him a figure and variable as facilitator and disseminator of educational information to the learners. The teacher plays a vital role in interacting with curriculum provisions, the learning environment, mental abilities and capabilities of the learners. Besides this, he/she interacts with methodologies. Such that can foster and facilitate teaching and learning to all categories of learners irrespective of the differences that cuts across them in terms of culture, educational background, ethnic background, geo-political entity and a host of other variables. The e-learning is an educational system and training programme that is delivered to its users through a computer or other electronic devices. The e-learning programme can provide students/learners with greater access to learning opportunities, enabling them to learn conveniently at their own pace, independent of location, whenever and wherever they choose. That is through downloadable or media based materials. The focus of this paper is to highlight the challenges inherent in revamping education tailored to meet the challenges of e-Learning programme particularly to the gestured of classroom media of instructional communication skills. Such that allows the teacher use signs in the gestured of passing information to the learners. That is through the means of eye contact. This act facilitates and fostered information that can be perceived and understood without subject to analysis and or interpretation. More so, this image does maintain the personality of the teacher as a disciplinarian in order to sustain, the attention of the learner and motivate them to the learning task to take place in education delivery practices. This is possible by way of controlling and making Teaching and learning environment more conducive. Therefore, this paper highlighted the numerous discrepancies inherent in the challenges that has to do with revamping education tailored to the needs of e-Learning in Nigeria setting. Among others are training and retraining of teachers in information communication technologies (ICT) education delivery practices, curriculum provisions, selecting suitable modes of assessment and evaluation. Procedures that has to do with receiving constant feedback that has to do with improving teaching and learning task through inputs. These aforementioned challenges did undermine the practices of teacher in e-learning education programme.

The conceptual framework of E-learning

According to Education and individual training directive draft(2013) e-learning is such an educational programme and training that ensured education delivery practices to its users through a computer or other electronic devices when compared to traditional form and types of instruction. The e-learning is an education programme that can provide students with a greater access to learning opportunities visa vis its operational mode which allow learning to take place conveniently as thus individualized instruction. At ones own pace, independence of location, whenever and wherever the choice is. Despite the benefits of e-Learning on it's challenges. Such that ranges from cost savings, increased Access, on-demand availability, self pacing, condensed instruction and collaboration. The e-learning education program is influential in reduced overall cost as per eliminating student travel and lodging and thus the reduction of time the personnel spend away from the job. Similarly, it has increased access the e-Learning can better meet the needs of a geographically disperse audience due to its lack of location constraints. Having provide greater access to instruction and training than more traditional education models. As students only need access to a computer with CD-ROM or other storage devices or a network connection pace. This development made students to download lessons and then use them when traveling at times for themselves. More so, the e-learning education programme is a function of on the sport on-demand availability. That is the e-learning education programme provides flexibility to students due to its 24/7 accessibility. Thus, it offers Falls on-demand availability of courses, enabling students to have flexible access to students. In addition, the focused and benefits of e-Learning programme is that it provides education to learners on the basis of self pacing by allowing students to focused on areas of topics that are most difficult to pause if necessary and replay those segments as often as needed. On this note, it has consistent and an accurate delivery, naturally the best expert in the field may not necessarily be present in all classrooms. As instructors vary in experience, style and delivery. Therefore, one can mentioned e-Learning provides constant delivery and opportunity to learn from the best in the field. However, condensed instruction has placed e-learning on sound instructional designed describes as need to know information and provides the very materials with hyperlinks or attached reference. Documents for further learning for example a week-long residential course with 25-30

hours of instruction can be replaced into a concise of 8-10-hour course containing the same materials and producing the same learning outcome. This efficient instructional format, coupled with learning comprehension checks or exams, ensure students understand and objectives and provides feedback to the developers of instructors. Furthering the course of development, the e-learning education program has the benefit to offer the opportunity of collaborative tools through threaded discussion forums, or for learners to talk to classmates and instructions remotely in chat rooms without limitations of time and location.

The concept and development of curriculum

According to Barrow and Milbum (1990) and At hertion (2010) relate that the word curriculum is derived from the Latinword (verb Currere) "to run". Currere becomes a diminutive noun and meant a racing chariot or race track. An extension was made by Cicero who associated the term with curriculum vitae that means the cause of one's life. He also associated it with curricular mentis that metaphorically refers to educational course of the mind. It was not until the 19th century that the term was commonly used in the educational field. In this broad sense, it is therefore a multifaceted concept constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas. Thus, curricula are seen as a set of objectives, as course of study or context, curricula as plans, curricula as course of study or content materials, and plans, curricula as documents and curricula as documented information. According to them the first aforementioned can be seen as a means of achieving specific educational goals and objectives. Hence, the curricula area checklist of desired outcomes with clear objectives in specific behavioral and observable terms. Beanchamp (1977), Wood and Davis(1978) cited Atherton,(2010)having put forward the concept and framework as a course of study or content. That implies a curriculum can be understood as a process of selecting course of study or content. Similarly, curriculum can be seen as a plan or a set of blueprints for systematically implement in education activities. Curriculum seen as a documents impliedly is thus, an outline of a course of programme that is written on a piece of paper. Hence, in this context curriculum is associated with the official written programme of study published by ministries or department of education, local authorities or boards of education etc. This visual model of written documents attached to curriculum drives from the need that

particularly in the first phase of curriculum development and implementation. A written form has to be made to include a statement of objectives content, method, and assessment. The presentation of the documents purports to provide teachers with a model to follow in the curriculum process. Hence, curriculum is synonymous with the term syllabus, Barrow and Milbum (1990) and Atherton,(2010). In a similar gesture, curriculum as an embedded in totality of learning experience is thus a formalized classroom content or prescriptive learning objectives. In other words, they are programs for experience in holistic terms that are interrelated set of plans and experience which a student completes under the evidence of the school. This implies relationship between plans and experiences is in tensioned where plans are attributed to plan curricula in advance and experiences refer to unplanned happenings in classroom. Thus, the actual curricula which are implemented in the classroom consist of amalgam of plans and experiences. In other words, teaching is seldom entirely spontaneous or planned curriculum activities but rather interplay between impulse and intention. Learning experience extends beyond the classroom scope to include activities out the classroom, hence the idea of co-curricular or extracurricular activities. March(1997).

In summary, the entire definitions surrounding the concept of curriculum are focused on as follows:

1. curricular a set of objectives is goals or objectives oriented
2. Curricula as courses of study or content is thus content plus goals
3. curriculum seen as plans signify content plus goals and teaching methods
4. curriculum seen as documents signifies the highlights of content plus goals, methods and assessment
5. Curricula as experiences signifies the highlights of content plus goals, methods, assessment, extracurricular activities, learning environment, hidden curriculum and cultures. Hence, the linear approach to this development in conceptualizing curriculum as thus: -

Source: Richards J.C (2001) Curriculum Development in Language Teaching.

An assessment of quality assurance process

According to Binta, Babangida and Hauwa (2019) Quality assurance is thus an embodiment and expiration of standard or the means by which a certain set standard in an education can be achieved or met. The highlight of this term address the issue of accountability in education practices and functions and such that relates to the measurement of the output of materials and personnel. Thus this development consists of the following as fashioned outlined and featured in this perspectives:

1) A view of programme quality based on academic and learning goals and values.
2) A set of principles and values that provides general guidance on how quality assessment is viewed and practiced.
3) A set of criteria or indicators that provides a framework conceiving, improving and reporting on quality.
4) An evaluation strategy and key evaluation process to gather evidence and information to make judgment about performance based on the quality criteria.
5) Systematic processes for implementing actions to facilitate continual improvement
6) Means and processes for dynamically organizing and lodging as evidence
7) Explicit and effective structure to facilitate communication, including reporting for the dynamically organizing and logging evidence
8) Explicit and effective strategies to facilitate communication including reporting for the purpose of recognition and accountability

9) Clear responsibilities assigned to appropriate individuals and groups for the proper implementation of purposes, actions and stage.

Effective and efficient counseling system

According to Bagiwa, Babangida and Kullu (2019) relate that guidance and counselling services are forms of psychotherapy (preventive, intervention and post). As counseling entails services that are value and quality oriented in making learners develop their capacity, capability and ability through its services even more stereotype to the gender functionality in their interactions with curriculum provisions or contents in teaching and learning environment. In other words, the imperatives of guidance, and counseling services cannot be overemphasized as it proves to be useful tool extremely in making an individual learner adjustable and adaptable to the context of teaching, learning and environment.

Thus, the national policy on education statement of objectives highlighted the relevance of guidance and counselling in the following perspectives as thus:

a. To assist students acquire as early as possible a positive image of self through self-understanding, self-direction and skills in problem-solving and decision-making.
b. Assist teachers and parents in understanding the needs and problems of each and every student.
c. Assist school administrators in providing educational opportunities and programmes of intrapersonal relationship and
d. Realize all the available resources of the school, home and community for the satisfaction of students educational, vocational and psychological needs. NPE,(2013) in Babangida and Tarda (2015), Babangida, Mustapha and Out (2019).

The challenges of Teacher Factor in Revamping Education Tailored to meet the Needs of e-learning in Nigeria

The teacher Factor is said to be totality of training and retraining which makes him a personality figure in the Theatre of teaching and learning. This personality attribute enables the teacher(instructor) to impart knowledge, attitudes, ideas, orientation skills, guides and information to the learner in order to change his behavior. Thus teaching is conceptualized as a set of events that characterized learning activities outside the learners which are designed to support internal process of learning and which leads to bring about change in the behaviors of learners. Reece and Stephen walker (1997).The teacher combines both human and material resources in order to build on the learner's previous experience. Hence, individual learning differs and each individual learn at his/her own pace. As this direct experience are student centered and their participation in problem solving. Hence, the teacher factor constructed as being constructed as being an embodiment of personality attributes that makes him/her to develop the cognitive, affective and psychomotor domains or behavior of the learners through the quality assurance process embedding effective, efficient guidance and counseling services.

The challenges of the teacher factor in revamping education tailored to meet the needs of e-learning education programme are reflected on the basis of training and retraining of teachers in acquiring skills and competencies in information and communication technology. Thus ICT education delivery practices are means through which teacher encodes information to the learners using information and communication technological equipment's/gadgets. In another words, these are referred to as e-learning technologies. Thus challenged tasked the teacher on acquiring e-learning education and training that is delivered to its users through a computer or electronic devices. Education delivery can only become relevant efficient and effective in this system and programme based on the levels of expertise skills a teacher for processed in ICT/e-learning technologies uses and application alongside with its methodological approaches. Babangida and Bisallah, (2018).

On the part of the learner, the learners too are compelled as challenging and tasked in their respective domicile environment to must have computer equipment, software and skills. In other words, students must have the availability of a computer with software

applications Such as word processing, internet browsers and the required software drivers as well as knowing how to use them regardless of instances/occasions or eventuality of viruses that can affects computer system which can lead to the subsequent breakdown as can affect or cause a breakdown in e-learning education delivery practices by creating a vacuum and communication gab as means of encoding and decoding In this gesture lack of constant and uninterrupted power supply is a big challenge and constitute a bottle neck problem in this development. Thus, the inability to put in place appropriate mechanism that can support and ensure power supply constantly for e-learning students in learning activities so that power outage problem can be arrested. Similarly, the e-learning education programme curriculum provisions is constrained to have constituted a challenge in terms of implementing main curriculum activities through co-curricular and supportive enrichment to main curricular activities. In other words, the absence of physical teaching and learning environment in a particular geographical location or entity is a militating factor which can mar effective and efficient implementation of e-Learning education due to absentia in physical contacts between teachers and learners. Thus, the e-learning education programmes is constrained in this regard due to drawback of reduced social and cultural interactions such as that is regularly occurring in a traditional classroom setting. Athen, (2020), Richard, (2011) and Nieto, (2007). Hence, can affect quality production. Similarly, the e-learning education programme is structured in such a way as it allows for individualized instruction which makes learners to contend with their various works and occupations. Thus, a challenging factor is that students have difficulty learning in physical isolation from their instructor and classmates. Largely due to anxiety which also affects the quality of learning outcome and result into phobia which invariably can lead to cognitive dissonance. Thereby giving births to inability to foster and facilitate teaching and learning effectively and efficiently on the relies for achieving innovation, enhanced productivity and creativeness as value-oriented form of education that leads to functional literacy. Bagiwa, Babangida and Kullu,(2019).

The challenge in e-learning education programme is constituted in terms of maintaining discipline through delivered motivational strategies. In other words, students must have discipline to work independently and they must be motivated too in order to complete work on their own without the instructor's assistance. Thus, invariably

undisciplined or un motivated students or those with poor study habits may fall behind consequently, the curriculum provisions underlying the equality of the e-learning education programme can be undermined jeopardize or mar from achieving and realizing the goals expectancies. As well as visual policy statements objectives underlying the goals of counselling in making learners adjust and adapt to learning tasks in environmental setting cannot be achieved or met and even administered as fashioned and outlined in National policy on education (NPE 2013) as highlighted thus: to assist students acquire as early as possible a positive image of self through, self-understanding, self-direction and skills in problem-solving and decision-making, assist teachers and parents in understanding the needs and problems of each and every students (learners).Assist school administrators in providing educational opportunities and programmes of interpersonal relationship to all categories of learners at different levels and tiers of education and as well as realizing all the available resources of the school, home and community for the satisfaction of students educational, vocational and psychological needs. Thus, as the practices are inherent in traditional forms of education as well as modern forms in mainstream, integrated and inclusive education programmes having provides the background information, simulation and forum through their enriched facilities and technologies in educational environmental setting for making realizable this statement of objectives that ensured and built on the relics on achievement of quality assurance process in education delivery practices. Babangida and Kullu(2019).

In addition to these above-mentioned, constrained and challenging too is on how to use e- learning technologies in fair assessing, measuring and evaluating teaching-learning output and outcome such that borders on both theoretical and practical's such that borders on cognitive, affective and psychomotor domains of the learners. Bearing in mind, the malpractices inherent in using some electrical devices for cheating when assessing quality teaching and learning output or outcome as embedded in quality assurance integral process. Hence, examination malpractice connotes various forms of activities that are used or brought into play in order to undermine efficacy of an assessment tools used for measuring intended learning outcomes. Bagiwa, Babangida and Kulu,(2019).

Conclusion

The above challenges inherent in e-learning education programme are such instances and cases that may not provide for proper stimulation and simulation to the learners in learning environments particularly due of diversity of the learner's geographical location, the teacher is incapacitated in installing and maintaining discipline through motivational strategies in the context of traditional teaching and learning environments. More so, using physical motivational strategies in order to sustain the attention of learners to learning task may be jeopardized due to interplay of social media activities and pornographic pictures that are not stem-tide in e-learning education programme in such a way as to cushion their effects for effective and efficient learning to take place and the last straw that can break the camel's back is the question of uninterrupted power supply that is the issue of power outage as being witnessed in the Nigerian context and environment among others.

Recommendations

- Provisions of uninterrupted power supply as mechanism that must be put in place to support student in their learning
- The teacher should employ strategies of using collaborative learning tools such as live chats and blogs which can ameliorate the issue of social interactions needed by many students
- The teacher should provide online learning orientations so that students can understand the expectations and demands of e-learning such as time management.
- The teacher should use a table of contents to break the course into manageable units of study as related focus activities
- The teacher should ensure where to get the help the learners need. Most especially availability of an instructor to answer questions about the course and a help desk to assist with technical difficulties.

- The teacher should also possess skills in rendering effective and functional counseling services in order to assist students for placement and do away with learning difficulties in various levels of learning as well as map out strategies for meeting the diversity populace of the learners so as to render effective and efficient counseling to the needs.

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