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REVAMPING EDUCATIONAL SYSTEM AND THE CHALLENGES OF E-LEARNING IN NIGERIA INSTITUTIONS

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Introduction

In its truest term and belief, a functional system of education is that system that provides for the people that engage in it; solves in practical terms the needs of the people that embrace it as a true means of socialization. A system of education will practically solve and provide for the people that embrace it only when its curriculum of events and learning experiences are modeled in line with the demands of the labour market. In essence, a functional system of education must be dynamic.

Dynamism implies that a functional system of education should change to beat the taste of time. It is expected that a learner who passed through a system of education should be equipped with the skills necessary to fit into the society with enabling capacity to improve on his living standard (Okoye, 2015). He should be able to fern for himself unaided, and remain relevant to the demands of his immediate environment. This is to say, individuals trained under a functional education should be prepared emphatically desirable and smart using: *the head (critical thinking); the heart (creativity and positivity of mind set); and hands (manual dexterity)—the 3Hs(Okoye,2017).* In other words, learners are prepared to imbibe the culture of these 3Hs, wherein therefore, their value system will change. Therefore, the educational system that may not be able to inculcate the culture of these 3Hs to its graduands should not be categorized as a functional system of education. For adequate inculcation of education in this dimension requires, 1). proper electronic-knowledge (e-knowledge), and 2). physical and practical class expressions or teaching. The challenge at the moment is that, the predominant method of teaching and learning rests on

practical class expressions (Okoye & Okwelle, 2013). However, to ensure all round job-ready population, it is currently necessary that the educated should be internet literate. Literacy on internet application makes e-learning activities easier. It is assumed that when this is achieved among the both staff and students in Nigeria, the value system of the masses will change giving room for adequate revamping of educational system in Nigeria.

Ingredients of Value System

In any given society, the inhabitants may not as a matter of necessity solve their problems using the same kind of thought, approach and ideas as they were used when the challenge was first identified (Okoye, 2010). New ideas and techniques propounded could solve a problem better (Howard & David, 1996). Therefore, it behoves or mandates a system of education to create enabling background that would equip the receiver to clearly identify a problem, engage him properly to establish the cause of the problem (Okoye, 2015) and groom him adequately to device implementable strategies (Okoye, 2010).

In the Country, what appears lacking is the scientific methodology through functional education system that should empower individuals to identify the country's problems and the enablement to solve the problems with the art of science and technology. In this understanding, a functional education should be able to empower the recipients with result oriented intellectual property(ability). Any country that succeeds in gaining intellectual property (IP) to her economy through human ability, unlocks the barrier to sustainable development.

Literature shows that IP is achieved only if there is;

i. Functional education system that emphasizes intellectual best from basic education level up to tertiary level; and
ii. Formidable base in traditional technologies, skills and attitude.

This implies that, a functional education system should be routed in the customary way of life and revolute from the culture of the people. Therefore, IP evolves; science, technology and innovation.

Revamping the System of Education

Literature laid credence that any work one does that supports the individual's future well-being encourages diligence and hard work. Such individuals would appreciate

involvement in on-the-job development strategies that would permit them use their skills at different employer (Okoye, Okwelle & Okoye, 2015). The system of education that creates the opportunity for such on-the-job training services that permit future enhancement for the beholder, preaches functional education.

In a non-stable economy, (just as it is currently in Nigeria), in which people do not readily gain paid employment, the best bet is a re-orientation for career (or functional) education that prominently emphasize;

i. Empowerment for skills acquisition
ii. On-the-job training for improved job engagement
iii. Vocationally mediated curriculum for technical know-how
iv. Innovation oriented mindset that settles for use of hands and application of principles to solve problems.

When individuals apply principles to solve problem or create outcome, what has emerged is entrepreneurial spirit and creative engagement. In that manners, human capacity effect on economy of a nation would have improved. In the Asian world, most countries have resorted to entrepreneurship education to equip their citizens with entrepreneurial skills and vocations with particular attention to

i. Interpersonal skills (such as personal engagement in *e-learning activities*)
ii. Skills in management and marketing (and/or *e-marketing*)
iii. Innovation and creativity skills (involving *e-design and application*)

If an educational system, is planned in a manner that curriculum and learning experiences are meant to provide these skills, it is likely that almost every human-kind undergoing the system would have been equipped with self-capacity to spontaneously respond to skills demanding opportunities and problems arising from the needs and challenges in their environment.

Unfortunately, educational institutions in Nigeria scarcely address *e-empowerment* and *skills acquisition* as their central concern. Most educational institutions are still based on a paradigm of learning the developed matters for industrial societies, at a time when the world live in a technologically sophisticated, service-centred and service oriented post-industrial age.

Constraints on and Challenges of e-Learning in Nigeria

e-Learning is the online delivery of information or instruction (Life Learners Academy, 2018). It integrates teaching and learning with technology. In Nigeria, e-learning is faced with a lot of challenges. Some of the constraints on implementation of e-learning in Nigeria could be given to lean on the following factors, but not exhausted.

Lack of awareness among the population

Most parents do not know about effectiveness of e-learning. Many parents still feel that traditional mode of learning is better. In this mode of thought, the required attention is not given to the procurement of internet facilities for the use of their children in school.

Internet Connectivity

Most environments in Nigeria do not yet have internet connectivity. Consequently, the cost of accessing the internet in Nigeria is still on the high side. Most Nigerian students find it challenging to afford the easy access to internet usage. It is even more challenging because of the fluctuating state of the national economy when the price of commodities and services soars on daily basis. To avert this, Government at various stages should make internet connectivity priority for higher education to leverage on the opportunities ICTs provide.

Financial Restriction

Cost of ICT facilities is a limiting factor for the use of e-learning by both staff and students in the tertiary institutions. This limiting factor could be attributed to misappropriation and/or mismanagement of funds by the ruling class and administrators. This limiting factor requires that the more dedicated personnel and administrators who are sincere should be engaged in the service of humanity.

Limited Expertise/Professionals

There is dearth of professionals in the use of ICTs. Currently, there are few technical staff in most tertiary institutions who possess commendable expertise skills needed for adequate maintenance of ICT facilities. Inadequate trained personnel in this regard is a big challenge and constraint on e-learning activities.

Inadequate Subscription by Institutions

In spite of the constant innovative approaches adopted, by teachers in Western world, most teachers in Nigeria still prefer traditional method of teaching. This could be ascribed to most institutions not being able to subscribe to full utilization of e-learning or

inability to get full advantages of it. It is assumed that because of the inadequate subscription by most higher institutions in Nigeria, the practicing instructors and academic teachers resort to utilizing yet the traditional method of delivering lectures in schools.

Inadequate Training Provision

As days pass by, more sophisticated internet related facilities and practices are introduced in the economy market. Unfortunately, there is no adequate provisions put in place for re-training of personnel who engage in internet vocational certification. With time, most of the personnel who were earlier adjudged experts in internet activities become poor in the knowledgeable skills necessary to operate, service or maintain the facilities. Besides, most of the assumed experts received their training on out-dated internet facilities that requires regular re-training and up-dating on more modern internet equipment and tools.

Poor Technical Infrastructure

Technical infrastructures in most of the developing countries (Nigeria inclusive) are in short supply. More so, most of such infrastructures, where available, are poorly and not adequately developed. This means that internet connectivity is unreliable. For the fact that the infrastructures are poorly developed, *narrow bandwidth* is one of such inadequacy. As a result, internet connectivity is too slow in Nigeria. Most people including students and teachers who often settle down for utilizing the services of the internet, no sooner than not, become bored because of poor reception.

Erratic Power Supply

It is almost a custom in Nigeria that electricity power supply is never steady to encourage appreciable time working with internet facilities, say computer. Imagine that a teacher arranged to deliver his lecture using soft-ware, employing the computer, only to be disappointed by power outage when the class is on-going. This outcome is highly demoralizing. As a result, most teachers feel dissuaded engaging on the use of electronic media for instruction. In some cases, electronic facilities employed for instruction become damaged because of unexpected power surge that is far greater than the power capacity of the electronic and electrical gadgets used. Under this condition, lecturers become skeptical about the use of electronic designs for teaching.

Conclusion

The rapidly changing nature of the world economy transformed the types of knowledge and skills people require in order to be empowered and to be relevant in the society. The plan for a functional education requires the involvement of those who are identified as excellent examples of the kind of experts the educational program is intended to produce. The new ideas, paradigm shifts and technologies which have currently emerged in the scheme of knowledge economy require that new service professionals in e-learning practices and applications be trained in schools for revamped educational activities.

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