8

REVAMPING UNIVERSITY EDUCATION FOR MEETING THE NEEDS AND CHALLENGES OF E-LEARNING IN NIGERIA

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Abstract

University education is key for producing the caliber and diversity of graduates needed for the development of any economy for which a nation seeks. The coming of information and communication technology (ICT) and the attack of corona virus pandemic to mankind which has brought about recent changes and disruptions in the educational sector call for a paradigm shift in the operations of universities in Nigeria, especially in teaching and learning. Universities across the globe have shifted to an e-learning mode of teaching overnight considering the present situation. Many university institutions that were earlier reluctant to change their traditional instructive approach had no option but to shift completely to e-learning. Hence, Nigeria universities need not to sleep. It is based on this prevailing circumstance that this paper examines revamping university education for meeting the needs and challenges of e-learning in Nigeria. The paper discussed the

concept of university education and e-learning. In addition, it went further to discuss the need for revamping university education in Nigeria for e-learning, challenges associated with revamping university education for e-learning in Nigeria; and strategies for revamping university education in Nigeria to meet the needs and challenges of e-learning. Based on the content of the paper, the writer recommends amongst others that government should be proactive in the handling of public universities administration to help prepare them for the adoption of e-learning. Also, universities should provide e-learning literacy training programme particularly for lecturers and students at all levels through workshops, seminar, and conferences.

Key words: Revamping, University Education, E-learning

Introduction

The economy of the world is under attack by a deadly and infectious disease called Corona Virus, which is also known as Covid-19. This novel virus has disrupted the world's educational system as many countries around the world have resulted in temporarily closure of all educational institutions in an attempt to contain the rapid spread of the disease. According to the report by United Nations Educational, Science and Cultural Organization (2020), the closure of educational institution has affected over 91% of the world's student population. The wrinkle effect of this pandemic has been felt by both the educators and students in primary, secondary, colleges and universities as academic activities and sessions were interrupted when the disease was declared a public health emergency by world health organization. This tragedy has shaken up and as well resonated fear across the education sector globally.

The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear of losing a whole of ongoing semester or even more in the coming future (Dhawan, 2020). Various schools, colleges, and universities have discontinued in-person teaching. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). This situation demands an alternative means to ensure that academic activities continues. There is an urgent need to protect and save students, faculty, academic staff and as well rekindle teaching and learning process. This can only be done by revamping the educational institutions especially the university education on the fast

lane of technological advancement. Revamping University Education for a worthwhile goal of meeting challenges such as being posed by Corona virus requires an online pedagogy like e-learning.

Firstly, the word "revamping" means to refurbish or restore the focus of something, in an attempt to make it better. The word revamp could also mean to face-lift the direction of something. This implies to concentrate attention or efforts on something different (an alternative) from the old approach or set of ideas used. Therefore, to 'revamp university education' means to overhaul, face-lift or reposition the direction of teaching and learning from what it is; to a different approach that will lead to the attainment of worthy goals which will enhance development. Thinking in the direction of the concept 'revamping university education'; it means that the current university education system lacks what it takes to address the global pandemic concerns and other challenges facing the nation's university education and thus, must be adjusted or refurbished in terms of approach and content to meet the present needs of the society it serves. And this can be achieved with the adoption of information and communication technology such as e-learning.

E-learning which stands for 'electronic learning' has gained widespread acceptance in most institutions all over the globe considering the Corona virus pandemic issues, and the numerous benefits e-learning offers to schools and students who take part in it. E-learning is a technology which supports teaching and learning via a computer and the web technology. It bridges the gap of congregation within campuses and classroom, and also between a teacher and a student in two different geographical locations. E-learning applications facilitate online access to learning content and administration (Wani, 2013). Thus, its utilization in the teaching and learning process of educational disciplines in Nigeria can be better imagined. According to Dhawan (2020), several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to e-learning pedagogy. It is said that e-learning mode of education is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of e-learning; a learner can schedule or

plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The government also recognizes the increasing importance of e-learning in this dynamic world. The severe explosion of Corona Virus disease can make us add one more argument in terms of e-learning, that is, e-learning serves as a panacea in the time of crisis (Dhawan, 2020). It is against this backdrop, that this paper seeks to explore the topic "revamping university education for meeting the needs and challenges of e-learning in Nigeria.

Conceptual Clarifications

University Education in Nigeria

University education is an educational institution of higher learning that grants academic degrees in various discipline and courses. It is seen as educational institutions attended after secondary education in order to undertake higher degrees. In other words, university education offers individuals with undergraduate and postgraduate programmes at certificate levels and award degrees to undergraduate and postgraduate students. They train highly qualified specialists, scientific and pedagogical personnel for various branches of the economy such as sciences, education, engineering, medicine, social sciences, humanities, management sciences and cultural studies. They conduct theoretical and applied scientific researches, which form the basis for training specialists; and as well provide refresher courses for teachers in higher and secondary specialized schools including specialists employed in diverse branches of industry, agriculture and culture (Uzonwune, 2019).

The emergence of university education in Nigeria is traceable to the 1943 filial Commission report. The Nigerian nationals vigorously demanded that the colonial government of Britain should establish a university on Nigerian soil. This demand perhaps led to the composition of the Elliot Commission of 1943 (Abdulrahman. 2016). The report of the commission led to the establishment of University College of Ibadan in 1948. Although this was the first institution that offered higher education in Nigeria it did not

pacify the demands of the nationals. They argued that the college did have a range of problems from its inception. One major criticism of the college was that it was not a full blown university and it was still affiliated to the University of London. The persistent agitation for a' full blown university led the Federal Government of Nigeria to commission the Ashby Commission in April 1959 (Abdulrahman, 2016). This Commission was saddled with the task of providing advice towards meeting the country's higher education needs within the first two decades of the country. Otonko (2012) notes that before the Ashby Commission could submit its report, the government of the Eastern Region had in 1960 established its own full blown university (known as the University of Nigeria. Nsukka). Following the report of the Ashby Commission, the University of Ille-lfe (now Awolowo University, He Ife). Ahmadu Bello University. Zaria and the University of Lagos were established in 1962 by the Western Region, Northern Region and Federal Government, respectively (Abdulrahman, 2016). The University College, Ibadan, also became a full blown university in 1962. From that time, additional Federal and Regional (now State) universities have been established. Furthermore, there are also private universities established in Nigeria. University education play critical roles in national development. It is responsible for production of estimated manpower required for national economic growth and development. University education also is responsible for research and promotion of indigenous knowledge. Research is particularly carried out for the purpose of finding empirical solutions to problems militating against national economic growth and development. Federal Republic of Nigeria (2008) asserts that universities shall be required to amongst other things, disseminate research findings to government, industries and the global community. The outputs of universities in Nigeria therefore are expected to include; seasoned graduates and professionals, intellectual properties, indigenous knowledge, research findings and innovations in areas of science and technology.

The role of universities in achieving economic growth and development in Nigeria can never be overemphasized. Industries depend on the universities for production of skilled personnel innovations in production technology and new knowledge. Universities are also responsible for inculcation of values and attitudes requisite for increase productivity of graduates, maintenance of law, peace and order in societies and for

building a just and egalitarian society. Universities have also opportunities for teeming number of individual to pursue a career and gain employment. The development of universities in Nigeria has been faced with series of challenges. Perhaps these challenges are responsible for the worrisome global ranking of Nigerian universities. These challenges include; inadequate funding, strike action, issues of autonomy and control, decline in quality of research, lack of information and communication technology (ICT) integration, brain drain, inadequate infrastructure and facilities, cultism and insecurity, political interference (Okoli, Ogbondah & Ewor, 2016). Other challenges may include; poor conditions of service and welfare of academic and non-teaching staff members, bribery and corruption, embezzlement and misappropriation of funds and nepotism shrouding the process of admission of students and recruitment of staff members. Stakeholders are worried that the quality of teaching, research, intellectual property creation and university graduates appears are declining.

The need to critically revamp university education in Nigeria cannot be over stressed. There are concerns that many Nigerian households appear to be patronizing universities in other countries and thereby adding to the number of international students which results to low Nigerian universities being ranked low in performance (Orlu. 2017). This situation seems to negatively affect the balance of payment position of the country. There is no doubt that there is need to chart the way forward for university education in Nigerian in order to salvage it from the challenges bedeviling its development and productivity. Improvement in funding appears to be one of the most commonly identified strategies for revamping university education in Nigeria. The Academic Staff Union of Universities (ASUU) in Nigeria have embarked on series of strike actions that are aimed at pressuring the government to increase the amount of budgetary allocation to education section and funding of universities in Nigeria (Isreal, 2017). opine that UNESCO recommended that developing nations like Nigeria should allocate not less than 26% of their annual national budget to the funding of education. Sequel to this, one of the positions of Academic Staff Union of Universities (ASUU) in Nigeria is that the budgetary allocation to education sub-sector in Nigeria falls below the 26% recommended by UNESCO. Isreal (2017). He also notes that from-time-to-time Academic Staff Union of Universities (ASUU) in Nigeria mounts pressure on the federal government to increase its budgetary allocation to the education sector and funding of university education (in

particular). Apart from funding, a more specific approach towards revamping Nigerian University Education is to integrate the use of e-learning in service delivery of universities. Technology and technological innovations can be applied to almost every aspect of service delivery in Universities (Orlu, 2017). The integration of e-learning seems to be another way universities in Nigeria can be revamped for improved productivity and global ranking especially as the era of Corona virus pandemic. One way this can take place is by the provision of digitalized classrooms or gadgets for lecturers and students for instructional delivery.

E-Learning

The concept e-learning has to do with the use of ICTs to enhance and support teaching and learning process. Wani (2013) defined e-learning as the process of extending learning or delivering instructional resource, sharing opportunities, to locations away from a classroom, building of site by using video, audio, computer, multimedia communications, or some combination of these with other traditional delivery methods. E-learning according to Markus in Olojo, Adewumi and Ajisola (2012) is defined as a learning process created by interaction with digitally delivered content, network-based services and tutoring support. In other words, it is any technologically mediated learning using computers whether from a distance or in face to face classroom setting (computer assisted learning), it is a shift from traditional education or training to ICT-based personalized, flexible, individual, self-organized, collaborative learning based on a community of learners, teachers, facilitators, experts.

Furthermore, e-learning is a technological tool used for teaching and learning. Basically, it uses computer and internet are essential to enable the transfer of information, knowledge and skills. The applications of e-learning include, computer based learning, web-based learning, virtual education opportunities and digital collaboration. Content is provided through internet, audio or video tape, CDROM, and satellite TV. E-learning can be self-paced or instructor-led that include image, media in the form of text, animation, and streaming video and audio. Different abbreviations have been used as synonyms to e-learning like CBT (Computer-Based Training), WBT (Web-Based Training) and IBT (Internet-Based Training) (Bareq & Khan, 2020). E-learning has a different feature such as it is simply web-based training, which means an individual don't need to install software or

CDs on computer. Internet connection and a web browser are all what is needed to watch, listen and learn as training professionals demonstrate each lesson right on the computer screen. Also, it always makes available to learners all the courses to be offered 24 hours a day, with just a purchase of subscription to easily login for direct access to the courses. Courses are designed by software training professionals with years of classroom training experience. Anyone is able to learn from his/ her home and office. Free access to E-manuals, which means the subscription contains access to classroom e-manuals (PDF), along with practice exercises and keyboard shortcuts. E-learning can be described as the best and most convenient way to learn. This implies that it covers all the topics required in classroom training.

Need for Revamping University Education in Nigeria for E-learning

All over the world university education has been seen as a catalyst for economic, social-cultural and political development of any individual or nation. Without any aberration, significant changes of a particular country are mostly affected by her university education system. In this vein, the university educational system must change to meet the aspirations of individuals and those of their countries otherwise it becomes irrelevant. As a means to address the several concerns of development in our country in recent years, university education is again employed as a transformational tool to create such awareness among the citizenry. This can be achieved through education reforms and curriculum reviews, which should lead to the inclusion of courses like information and communication technology. This course will deliberately add to promote e-learning which will enhance teaching/leaning as well as research to enable the universities meet up with global trends and proffer solutions to development issues. However, the need to revamp university education system in Nigeria is burn from the fact that universities in Nigeria still operate in the traditional method of teaching and learning which has not help in meeting the challenges and yearning of the society. Talking about the global monster called Corona Virus, there is an urgent need to refurbish the university education for e-learning. The world is on quarantine due to the serious outbreak of this global pandemic Covid-19 and therefore many cities have turned into phantom cities and its effects can be seen in university education too. Hence, the need of revamping university education for e-learning

has be termed as the panacea for the crisis. The Corona Virus has made institutions to start tinting from traditional classroom mode of learning to online mode of pedagogy (Dhawan, 2020). This crisis should be a wake-up call for universities in Nigeria, especially for those that were earlier reluctant to change, to accept modern technology. This pandemic has shown us the lucrative side of online teaching and learning without congregating. With the help of e-learning, universities, faculties and departments can lecture a large number of students at any time and in any part of the world. All institutions must scramble different options of e-learning pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this current situation. E-learning is emerging as a victor amidst this chaos (Dhawan, 2020). Consequently, the quality enhancement of e-learning in our universities is crucial at this stage. E-learning education in Chinese universities has increased exponentially after the Covid-19 outbreak. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether e-learning methods can provide quality education, it is rather how universities will be able to adopt e-learning in such a massive manner (Carey, 2020). According to Dhawan (2020), resistance to change will not help any educational institution across the world. They will be judged on their pace to adapt to the changes in such a short period and their ability to maintain the quality. The reputation of educational institutions is on stake and under scrutiny. How well they behave and how well they maintain their quality of education amidst the global pandemic crisis shows their adapting capabilities. The swing from face-to-face lectures to online classes is the only possible solution.

Indeed, university institutions would not be able to transform all of their college curricula into an online resource overnight. Distance, scale, and personalized teaching and learning are the three biggest challenges for online teaching. However, innovative solutions by institutions can only help deal with the pandemic (Liguori & Winkler, 2020). There is a requirement of a quick shift to e-learning mode; therefore, the products by Google can be really useful under such problematic situations; they are (a) Gmail, (b) Google Forms, (c) Calendars, (d) G-Drive, (e) Google Hangouts, (f) Google Jam board and

Drawings, (g) Google Classroom, and (h) Open Board Software (not a Google product, helps in recording meetings in the form of files). These tools can successfully be used as an alternative for face-to-face classes (Basilaia, Dgebuadze, Kantaria & Chokhonelidze, 2020). Furthermore, the need for revamping university education for e-learning according to Torruam (2012) is that the benefits derivable from e-learning are many and cannot be overemphasized. Thus, some of them include:

- Cost-effectiveness: It reduces or eliminate the costs for instructor fees and materials. It elimination of travel expenses for either the student or lecturer.
- Access to timely content: Employees or students can access training when it is convenient for them, at home or in the office.
- Flexible accessibility: It makes learning take place anytime, anywhere and greatly increases knowledge retention for anybody who is interested.
- It gives access to quality instruction, as a learner can gain access to lectures of top university such as Harvard, Oxford University etc. with a click away.
- It increases retention and enhance hands-on application unlike traditional methods through delivery of content is in smaller units.
- Makes easy use of multimedia in practice and assessment according to learners' abilities. It develops and improve ICT skills in learners.
- Allow for automated monitor of user's progress with supervisor and teachers.
- It is highly interactive as it engages users and pushes them than pulling them to progress.
- It personalized instruction which accommodates individual differences in learning. It helps fast learners go with their speed in any course and avoid redundancy. It also makes slow learners go on their own pace by eliminating frustration with themselves, their fellow learners, and the subject matter.

- E-learning in the form of computer assisted instruction has made learning and teaching easier and effective. Lectures, seminars and projects are easily projected using Power point presentations.

- Information and communication among students, lecturers, school administrators and employees have become easier via online platforms such as e-mails, social networks, teleconferencing etc.

- E-learning system will completely reduce the issues of insufficient classrooms for lectures as student can easily take the lectures online without any disruption at their convenience.

- The knowledge of e-learning will expose both lecturers and students to the reality of the world outside the classroom since the world is a global web. The e-learning exposure will ease the student's integration into organizations where such platforms are operational.

Challenges Associated with Revamping University Education for E-Learning in Nigeria

There are numerous challenges associated with revamping university education for e-learning in Nigeria. E-learning is still threatened with a lot of challenges in Nigerian Universities especially during this corona virus pandemic era as this is the only platform available for teaching and learning. Some of these challenges of e-learning as stated by Adeoye, Adanikin & Adanikin (2020) include:

i. **Epileptic power supply in Nigeria especially in rural areas.** Irregular power supply in Nigeria is seen as an age-long problem which has affected almost every aspect of Nigeria economy with no exception to the educational sector. This unstable poor power supply has caused a major setback for technological advancement of many universities in Nigeria. Most rural areas in Nigeria where some students are resident are not even connected to the national grid and as such, this student will experience difficulty in utilizing the e-learning platform effectively. Also, shortage in power supply have brought difficulty in powering of

educational gadget such as smart phones, laptops and desktop computers needed for learning.

ii. **High cost of internet data services.** The internet service required to connect to this e-learning platform many a time requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers. In cases where is even data, poor internet connectivity by network providers is of major concern especially when it comes to video conferences where both the students and lecturers have to interact. The cost of accessing the internet in Nigeria is still on the high side. Hence, some students and even lecturers find it a challenge to afford.

iii. **Cost of e-learning gadgets such as Computers, Laptops, IPads and Smart phones**. The cost e-learning gadgets is still very much the challenges confronting adoption of e-learning in Nigeria universities considering the income level of an average worker in the country. Few students that are privileged to have a computer, laptop or smart phone are not connected to the internet as this do attract extra cost which they cannot afford.

iv. **Poor online class attendance**. The low online class attendance has also been linked to the poverty situation in the country as some families and students might not be able to afford basic needs such as food, shelter and clothing let alone the expensive gadgets or resources to sustain them for online learning.

v. **Limited expertise.** This has to with incapability of some lecturers to assists learners develop the skills and training required to make the e-learning platform effective. E-learning creates room for complete absence of physical personal interactions between students and lecturers and among their colleagues.

Furthermore, Dhawan (2020) opine that there are number of technologies available for online education but some-times they create a lot of difficulties. According to him, these difficulties and problems associated e-learning adoption range from downloading errors, issues with installation, login problems, problems with audio and video, and so on.

Sometimes student finds e-learning to be boring and not engaging. E-learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets problematic to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, e-learning content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for e-learning (Song, Singleton, Hill & Koh, 2004). World Bank Group (2020) also identified some challenges of restraining the adoption of e-learning in university institutions to be:

- **Inequality in connectivity:** Students (and faculty) do not have enough connectivity and devices at home, and this is particularly so for the most remote and the poorest. The digital divide remains strong, between countries and within countries. International bandwidth and local server (and hosting/data storage) capacity are not designed for the huge load that is to be witness.

- **Academic staff capacity to deliver remote courses:** Faculty are often underprepared to deploy content. While most faculty members are active online, many have not taught in online mode before this crisis. While there is a lot of material online, there is little 24hours in 7days in a week technical and pedagogical support available for them. On the medium-term, academic staff will need digital skills training.

- **Students' capacity to adapt**: Many, if not most, students are not experienced as online learners. While they may be quick to adapt, students face challenges that lead to dissatisfaction with their academic experience. Feedback from students can be leveraged to strengthen teaching, but feedback can also risk exposing frustrations that are challenging to address.

- **Mistakes:** In an emergency, we need to learn by doing, but we also need to make sure that we can minimize their impact and correct mistakes as they are identified. For instance, contracting with service providers must be developed very carefully,

particularly with regards to contract length, exclusivity, security and privacy questions, to limit the impact should pilots prove unsuccessful.

- **Regulation:** The regulatory environment is not (yet) aligned to online learning. A key issue is the competitiveness of the Tele- communications market, which often favour a monopoly, and does not provide cheap options that work for the poor. In many countries, quality and assurance systems are not helpful to improve online delivery. Finally, while regulation on privacy and data has been increasing, solutions is supported by cloud-providers such as Amazon Web Services, Microsoft, as well as Google.

- **E-Learning Integration:** E-learning has to do with multiple communication technologies which range from simple to complex namely Cell Phone applications (SMS), Digital Cameras, Internet, Wireless (WiFi and WiMAN),VOIP, GPS, GIS, Convergence (data, voice, media), Digital radio, Interactive Digital Television (IDTV) and any other applications on demand, as such Dhawan (2020) comments that some lecturers and students are still struggling to equip and acquaint themselves to live with changes brought about by technology. Literature shows that schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" are still considering e-learning integration in their curriculum, thereby slowing students and lecturers in matching up with current digital era.

Strategies for Revamping University Education in Nigeria to Meet the Needs and Challenges of E-learning

The benefit of e-learning varies and are many to be neglected in the university system. Some of these benefits have been acknowledged to comprise increased flexibility, improved and revitalized teaching, enhanced learning experience, improved access to resources, and increased rate of success and graduation (Jacqueline in Afolabi & Uhomoibhi, 2017). Nevertheless, there are important issues that must be considered if these and other benefits are to be reaped and considered in the revamping of the university education in Nigeria. According to World Bank Group (2020), they include:

a. **Develop a short-term and medium-long term plan:** The short-term plan focuses on emergency response to keep students learning. The medium-long term plan should prepare for university-reopening, building resilience and transformation using Educational Technology where relevant or viable.

b. **Use the most widely used and existing technology and resources available locally**: This should involve using mobile gadgets first, public cloud to scale quickly and international content to fill in.

c. **Set up a one-stop space as an entry to various resources:** This has to do with universities using their LMS (learning management system) as central platform for advice, communications, teaching, learning, support etc as well as integrating other technologies in the LMS e.g. video conferencing.

d. **Focus on using existing (open) content rather than developing content:** Developing good content takes time and expertise. Instead, universities should focus on existing local and international (open education resources) content and align it to her curriculum.

e. **Providing regular guidance and support to students and lecturers**: Universities should set up virtual help-desk and providing pro-active tips and regular communications.

In addition, Afolabi and Uhomoibhi (2017) are of the opinion that refurbishing university education in Nigeria for effective e-learning pedagogy, the available staff numbers for development and delivery of e-learning must be of the right size and be skilled adequately. The availability, selection and organization of these services must be properly planned and executed. Stressing further, the scholars opined that efforts in Nigeria universities are in the right direction to adopt e-learning, but it is important that all stakeholders play an active role in the realization of the lofty goals that have been set. In the face of challenges such as finance, culture, data and record keeping, development and implementation of different business models to meet the needs of university education and other sectors are required. Also, some standard practices in traditional education systems

must be well recognized, while some of these would need to be revamped to take account of changes associated with e-learning. Issues relating to accreditation and standards for quality and learning outcomes would need to be maintained irrespective of the variations in the delivery methods. E-learning helps to streamline the curriculum and enhances the reputation of institutions. It is important that the right level of investment is made at the right level and the chosen time in order to realize the true potential (Uhomoibhi,Palma, Alves, Elpebion, Restivo, Piteira, Soares, & Ferdnandez 2010; Ferrell, Alves, Epelboin, Alves, Farrugia, Hayes, Piteira, Restivo, Fernandez, Engert, Grepilloux, Madoz, Soares, Leao, Uhomoibhi, , 2010; Uhomoibhi & Ross, 2010).

Conclusion

The importance of university education in Nigeria especially as has to do with economic development cannot be over stressed, thus, the National Policy of Education states that in recognition of the prominent role of information and communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in a knowledge driven world, government shall provide adequate infrastructure and develop capacity for effective utilization of ICT to enhance the delivery of education in Nigeria (FRN, 2007). Therefore, the NPE stipulates that ICT such as e-learning shall be one of the measures to fully realize the goals of university education in Nigeria. However, the dreadful era of Covid-19 has taught us that everything is unpredictable, as such we need to be ready to face challenges. In view of this, there is a need to revamp the university education in order to address critical and challenging situations associated with e-learning for global competitiveness.

Recommendations

The following recommendations have been put forward to surmount the challenges associated with revamping university education for e-learning, they include:

1. E-learning is a Government policy for delivery of education to Nigerians at all levels; therefore, the policy should be implemented with all seriousness.

2. Government should be proactive in the handling of public universities administration to help prepare them for the adoption of e-learning.

3. Government should allocate more funds to university education with particular emphasis on e-learning.

4. Universities should provide e-learning literacy training programme particularly for lecturers and students at all levels through workshops, seminar, and conferences.

5. Institutions of learning should enforce a change of attitude to e-learning by making ICT a compulsory course for students.

6. Government should make available free internet services to all university institutions, to reduce cost of e-learning in university campuses.

7. Provision of adequate e-learning infrastructures should be sustained in all institutions of learning. These should comprise: e-libraries, Videophone, teleconferencing, multimedia computers and multimedia projectors, ICT laboratories for software and hardware systems, auditoria and classrooms that support web-based instructions.

8. The government should improve power generation and supply to citizens. In addition to this, standby generators and uninterrupted power supply should be provided in universities of learning to enhance e-learning operations.

9. Universities should recruit ICT gurus to manage e-learning facilities and to ensure routine maintenance.

10. Private universities in Nigeria should be active in addressing the challenges identified in this study and take advantage on the opportunities e-learning offers educational institutions even after Covid-19.

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