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Issues and Prospects in the Administration of E-Learning in University Education in 21st Century Nigeria

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Abstract

The paper focused on issues and prospects in the administration of e-learning in university education in the 21st century Nigeria, a study of the National Open University (NOUN) Federal Capital Territory. The researcher used survey research design for the study. The population of the study was drawn from five centres of the National Open University of Nigeria (NOUN) FCT, Abuja One hundred final year students were used purposively as the sample for the study. Two research questions were raised and two hypotheses were formulated for the study. Questionnaire on “Issues and Prospects in the Administration of E-learning in the University Education” (QIPAEUE) was used to collect data for the study analysis. The questionnaire was validated by experts in the Department of Information and Communication Technology (NOUN). The reliability of the instrument was tested by carrying out a pilot study in which 10 copies of these instruments were given to the respondents not included in the sample used for the study. The researchers used split-half method to separate the questionnaire into two sets and to extract data from the two sets of the questionnaire for analysis. Pearson Product Moment

Correlation coefficient statistics was used to analyse the data, 0.71 index was got, proving that the instrument was reliable. The statistics used to analyse the research questions were frequency and mean, chi-square was used to test the hypothesis. The findings of the study revealed that: there were issues entrenched in the administration of the e-learning in the university education and that the university has achieved some prospects of e-learning in the university education. It was recommended that the State and Federal Government should support the university with funds to purchase functional e-learning facilities. Also that the university should ensure that quality e-learning content is introduced into the curriculum.

Key word: Issues, Prospects, Administration, E-learning and University Education

E-learning in Nigeria has been given prominence in institutions since education has shifted from the traditional form towards new methods of teaching and learning through Information Communication Technology (ICT). Nigeria as one of the developing countries has embraced ICT and consequently e-learning so as to meet up with the unimaginable speed in the area of technology. Anene, Iman & Odunmuh (2014) reported that the Economist Intelligence Unit ranked Nigeria 62 among the nations that use ICT in their institutions to achieve their mission and vision. Nigeria being so eager to bring innovation into her educational system to improve learning has introduced and adopted e-learning into her university educational system.

Oye, Salleh & Lahad (2011) posited that the survival of individuals, organizations and nations in the 21st century depend on their capacity to learn and apply what they have learned daily and that one of the ways to apply knowledge is through e-learning. E-learning though it has its peculiar issues, as experienced by different institutions, there are still great prospects, if individuals will have the ability to obtain, assimilate and apply the right knowledge and skill obtained from it effectively in life situations. Oye et al (2011) emphasized that the management in Nigeria should motivate the learners to take e-learning serious so as to achieve knowledge, skill, competence to improve in its application.

Concept Clarification

E-learning

Olakulehim 2007 cited in Anene et al (2014) submitted that e-learning is the computer and network enabled transfer of knowledge, skills for the diffusion of innovative teaching. Oye et al (2011) maintained that e-learning refers to the use of ICT to enhance and support teaching and learning process. E-learning according to the researcher ranges from students use of e-mail, assessment of course work online. Cook, Holley, Smith, Brodley & Heynes 2006 cited in Oye et al (2011) maintained that the

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term e-learning refers to computer-enhanced training as opposed to the computer-based training of the 1980s, which was usually delivered in a personal computer which included learning delivered by other communication technologies. Oye et al (2011) saw e-learning as an approach to facilitate and enhance learning through computer and communication technologies. Ahmad (2012) defined e-learning as learning with the use of technologies such as computers and other learning tools. Hedge and Hayward cited in Anene et al (2014) posited that e-learning is an innovative approach for delivering electronically mediated, well-designed, learner centered and interactive learning environments to any one at anytime.

Olaniyi 2006 cited in Torruam (2012) maintained that e-learning is all about learning that occurs when using computer, that it is the contemporary world learning through the aid of computer to gain online knowledge. It is also acquisition of knowledge through the internet, offline, CD-Rom etc. Olaniyi further explained that e-learning is the use of network technologies to create, foster, deliver and facilitate learning anytime and anywhere. Aboderin & Kumuyi (2013) defined e-learning in education as the whole some integration of modern telecommunications equipment and ICT resources, particularly the internet, into the educational system.

Issues in the administration of E-learning in Institutions.

E-learning although it has been embraced by many institutions in Nigeria, has many issues bedevilling all facets of this learning. Nwabufo, Umoru & Olukotun (2013) mentioned some of these issues to include that in tertiary institutions in Nigeria, the administration has not reached its full capacity due to e-learning poor state, cost of infrastructural development and lack of the availability of some e-learning gadgets. The researchers decried that in a developing country such as Nigeria that e-learning administration is still a mirage as far as getting the benefits of it is concerned. Salawudeen (2010) posited that some issues in the integration of e-learning in tertiary institutions in Nigeria are that of inequality of access to the technology by all the students, the cost of buying and owning a personal computer (PC) by each student, that few students are privileged to have PC laptop due to high cost and the low income level of an average worker Salawudeen (2010) also maintained that though few students can purchase PC laptop they cannot connect to the internet as it attract extra cost which they cannot afford. According to the researcher, there is still the issue of internet connectivity which attracts high cost in accessing internet, this has made many students to make use of cyber cafes inspite of their slow and poor services because their charges are low.

Other issues as recorded by Salawudeen (2010) are that in the school curriculum of many institutions e-learning is not entrenched, these institutions admitted students who have no computer knowledge, this makes it difficult for them to cope at the university level of education. The attitude of students according to the researcher constitutes a big issue since they have developed “technophobia” attitude, of being afraid to operate

computer due to lack of background in computer education. Students are sometimes reluctant to take responsibility for their own learning as ICT has offered room to independent learning, they still prefer to be spoon-fed at all times.

Getting e-learning software and license has become an issue staring the administrators of institutions on the face due to high cost of such softwares which are not developed locally but in Europe and other developed countries. The cost interpretation and the maintenance of some software constitute a big problem not only to the school administrators but also to the students. Nwabufo et al (2013) that mentioned the maintenance of e-learning by the technical support staff is a big issue confronting the institutions offering e-learning courses. The researchers noted that many universities have few technical staff to maintain the e-learning devices and ICT systems, this has resulted in students having to pay exorbitantly to the university technical staff when their PC laptop develop technical problems. Nwabufo et al (2013) submitted that issue of electricity instability is very crucial because it causes setback for technological development. Nwabufo et al (2003) further posited that the issue of inadequate supply of e-books to enhance studies is another problem confronting the institutions that e-books serve as complement to radio lecture broadcast especially for physically impaired students. Added to the issues of not having enough computer and special reading devices is the issue of institutions not incorporating into their educational system television conferencing where examination may be arranged, conducted and online results released immediately (Nwabufo et al 2003)

Torruam (2012) asserted that lack of trained qualified teachers to teach ICT/e-learning has made it difficult for the ICT/e-learning skills to be transferred or disseminated to students, whose demand is so high. The researcher also posited that another important issue to be tackled in ICT/e-learning milieu is that of increase moral degredation which bothers on internet pornography, cyber bullying or crime and other anti-social behaviours. Torruam (2012) observed that the Nigerian government is unable to employ enough qualified teachers and to provide needed resources as demanded by institutions, that this issue has brought compromise to educational quality and standard.

Prospects in the Administration of E-learning in Institutions

The prospects of e-learning are numerous if handled in the right perspective. Torrruam (2012) submitted that e-learning is flexible with ease adaptation for training of individuals to enhance management training. The researcher also posited that e-learning aids the facilitation, acquisition and transmission of basic skills and concepts which are the foundation of higher order thinking skills. Torrruam (2012) also asserted that creativity can be facilitated by ICT/e-learning through drill and practice and that e-learning can them help learners to construct knowledge which can help to interact with their environment.

Nawabufo et al (2013) postulated that e-learning help learners to schedule their class work around personal and professional work, that it can provide learners with the option

to select learning materials that meet their level of knowledge and interest, that learners can study wherever they have access to computer and internet, that it can allow help learners to work at their own pace using the self-paced modules. E-learning gives flexibility for learners to join discussion in the bulletin board at any hour or visit fellow students and instructors in chat rooms. E-learning can also aid difficult learning styles to be addressed and facilitation to occur through varied activities.

E-learning can aid the development and the facilitation of computer and internet skills that are transferable to other learners. It can help in the successful completion of online or computer-based courses which can help learners to build self-knowledge, confidence and can also encourage students to take responsibilities for their learning. Nwabufo et al (2013) further emphasized that e-learning can through increase access, link the instructor of the highest calibre to share knowledge across borders thereby allowing students to attend lectures on courses in different fields such as physical, political, and economic milieus. It therefore can make recognized experts to have the opportunity of making information available internationally to anyone who is interested at a minimum cost. It can help learners learn in sessions at their convenience because of the availability of self-spaced learning sessions which make the learner not to be bound to a specific day or time to physically attend classes.

Anderson (2010) posited that e-learning can help the government to meet up with the growing demand for education when facing the problem of shortage of teachers, that knowledge can be disseminated to a large number of students at the same time through networking e-learning device. Torruam (2012) submitted that when e-learning is judiciously and fully implemented it can

- Reduce time of learning and time for instructors absence from duty
- Increase retention and enhance learning application unlike traditional methods.
- Help students to manage instruction on portal
- Make easy use of multi-media in practice and assessment according to learners abilities.
- Enhance training by using standard internet technology and surf ability.
- Enhance evaluation as it becomes self-paced because e-learning is a network phenomenon.
- E-learning is cost-effective, it enhances responsiveness to change consistency.
- It is timely, content flexible, accessible, and provides value to customers.

Wadi & Sonia 2002 cited in Torruam (2012) postulated that e-learning can revolutionize the way instructors teach and how the students learn. Aboderm & Kumuyi (2013) asserted that e-learning can transform the old method and approaches to curriculum implementation rather than extinguishing the contents of the curriculum. These researchers from their study on “Problems and Prospects of E-learning Curriculum Implementation” noticed that the respondents accepted that e-learning:

- Makes it easy to control large classes

- Makes the lesson more easy
- Enables the learner to learn at his own pace, hence encourages individual learning.
- Makes teaching more interesting and students centered
- Makes it easy to achieve lesson objectives and that it
- Assists learners to develop problem solving skills

El-Gamal & El-Aziz (2011) posited that e-learning can motivate students to learn and enhance their self-esteem that is why majority of the students have positive attitude towards e-learning. Aboderin (2015) submitted that e-learning empowers learners with information technology awareness and makes it possible for them to have skills which are crucial for them to succeed in today's world to have global knowledge. It also can allow for efficient transfer of knowledge anywhere, anytime, regardless of subject matter and it opens up the world of learning to individuals in most part of the world. Nwabufu et al (2013) pointed out that e-learning can make learning easier for students with special needs, for instance computer with special devices for operating complex functions if made available to students and staff with visual impairments can enhance their learning.

Statement of the Problem

E-learning in Nigeria higher institutions has been a welcoming phenomenon though there are issues surrounding its administration. Issues such as lack of enough qualified instructor, appropriate e-learning curriculum content, facilities/materials, funds, maintenance culture etc are confronting the university administrators. Higher institutions especially the universities will stand to benefit from e-learning if the learning is well implemented. It make them to achieve the learning objectives easily. Help the students to develop skill in e-learning facilitation and internet assessment, develop problem solving skill etc. The crux of the matter as it concerns the writers of this paper is, what are the issues confronting the universities in administering e-learning and have the universities achieved any prospects in administering e-learning?

Research Purpose

The paper investigated the issues and prospects in the administration of e-learning in the university education in the 21st century Nigeria.

Specifically, the researchers want to:

1. Examine the issues entrenched in the administration of e-learning in the university education.
2. Find out the prospects in administering e-learning in the university education.

Research Questions

Research questions were raised to guide the study:

1. What are the issues entrenched in the administration of e-learning in the university education?
2. What are the prospects achieved by the university from the administration of e-learning in the university education?

Hypotheses

Two hypotheses were formulated for the study:

H₀₁: there is no significant relationship between issues entrenched in the administration of e-learning and the university education

H₀₂: there is no significant relationship between the prospects achieved by the administration of e-learning and the university education.

Methodology

The researchers used survey research design for the study. The population of the study was drawn from five centres of the National Open University (NOUN) in FCT, Abuja. Hundred (100) final year students were used purposively as the sample for the study. Two research questions were raised and two hypotheses were formulated for the study. Questionnaire on “Issues and Prospects in the Administration of E-learning (QIPAE) was used to collect data for the study analysis. The questionnaire was validated by experts in the Department of Computer Science, National Open University of Nigeria (NOUN). The reliability of the instrument was tested by carrying out a pilot study in which 10 copies of these instruments were given to the respondents. The responses of the students were used for analysis. The researcher used split-half method to separate the instrument into two and extract data from the two sets of the instrument for analysis. Data obtained from the two sets of the questionnaire were analyzed by using Pearson Product Moment Correlation coefficient statistics and Spearman Rho Rank order correlation coefficient statistics. The trial index score obtained after the analysis was 0.71, proving that the instrument was reliable. The statistics used to analyse the research questions were frequency and mean, chi-square was used to test the hypotheses.

Mean score decision for the results was that when the mean score is 2.50 and above, it was adjudged as agreed and as accepted in the case of sectional mean, when it was 2.49 and below, it was adjudged as disagreed and rejected (in the case of sectional; mean)

Research Questions

Research Question 1: What are issues entrenched in the administration of e-learning in the university education?

**Table1: Issues in the Administration of E-learning in the University Education
N=100**

S/N	Items on Issues in the Administration of E-learning in the University Education	SA	A	D	SD	\bar{X}	Decision
1	Due to high cost not all students can afford personal computer for e-learning.	41	45	9	5	3.22	Agreed
2	Students make use of cyber café even though it has poor services, due to high cost in accessing internet.	25	44	24	7	2.87	Agreed
3	Students cannot repair their computers due to high charges from the few university technical staff.	44	25	24	4	3.03	Agreed
4	You do not have background knowledge in computer e-learning before attending computer e-learning in your university.	30	50	14	6	3.04	Agreed
5.	Your employ those who master computer to help you in your online assignments.	28	45	15	12	2.89	Agreed
6	Your computer lecturers do not lecture for you to really understand how to handle practical of e-learning aspect by yourself.	46	19	46	4	2.67	Agreed
7	You do not have enough internet facilities in your university	30	54	14	6	3.04	Agreed
8	You do not have video cameras, compact disk for teaching and learning.	34	29	24	13	2.84	Agreed
9	Your school has not connected to the national electricity grid for ease of learning	30	42	24	4	2.98	Agreed
10	All the e-learning courses are accredited in your university.	3	5	40	52	1.59	Disagreed
	Sectional Mean					2.82	Accepted

All the respondents from items 1-9 agreed with the mean scores of 3.22, 2.87, 3.03, 3.04, 2.89, 2.67, 3.04, 2.84 and 2.98 respectively that due to high cost not all students can afford personal computer for e-learning; students make use of cyber café even though it has poor services due to high cost in accessing internet; students cannot repair their computers due to high charges from the few university technical staff, they do not have background knowledge in computer before attending computer in their university; they employ those who master computer to help them in their online assignments; their computer lecturers do not lecture them to really understand how to handle practical aspect of e-learning by themselves; they do not have internet facilities

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in their university; they do not have video cameras, compact disk for teaching and learning and their university has not connected to the national electricity grid for ease of learning. For item 10, the respondents disagreed, with the mean score of 1.59 that all the e-learning courses are accredited in their university. All the respondents accepted that there are issues entrenched in the administration of e-learning in their university with the sectional mean score of 2.82

Research Question 2: What are the prospects achieved by the university from the administration of e-learning in the university education?

Table 2: Achieved Prospects in the Administration of E-learning in the University Education

N=100

S/N	Items on Achieved Prospects in the Administration of E-learning in the University Education	SA	A	D	S	\bar{X}	Decision
1	E-learning has helped to: make you obtain skills and creativity for higher order thinking and functions	42	33	10	15	3.02	Agreed
2	Reduce your traveling cost and time to and from the school for classes	43	29	20	8	3.07	Agreed
3	Make you to learn different learning styles for examples discussion, chatting, sending messages, writing online assignment etc.	30	40	14	16	2.84	Agreed
4	Make content delivery to student easy through standard internet technology	25	40	20	15	2.75	Agreed
5.	Enhance your knowledge base because lessons are built consecutively and are more flexible.	28	45	15	12	2.89	Agreed
6	Make you learn with speed without redundancy	45	14	35	6	2.98	Agreed
7	Make you interact effectively with other students thereby enhance your progress academically	30	48	18	4	3.04	Agreed
8	Make learning to be easy and interesting for you	25	44	24	7	2.87	Agreed
9	Encourage you to learn individually	41	45	9	5	3.22	Agreed
10	Make you to achieve your learning objectives	45	13	36	6	2.84	Agreed
	Sectional Mean					2.95	Accepted

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All the respondents agreed with the mean scores of 3.02, 3.07, 2.84, 2.75, 2.89, 2.98 ,3.04, 2.87, 3.22 and 2.84 that e-learning has helped to: make them obtain skills and creativity for higher order thinking and function; reduce their travelling cost and time to and from the school for classes; make them to learn different learning styles for examples discussion, chatting, sending messages, writing online assignment etc; make content delivery to student easy through standard internet technology; enhance their knowledge base because lessons are built consecutively and are more flexible; makes them learn with speed without redundancy; make them interact effectively with other students thereby enhance their progress academically; make learning to be easy and interesting for them; encourage them to learn individually and make them to achieve their learning objectives. All the respondents accepted that there are prospects achieved by the university from administering e-learning in the university education with sectional mean score of 2.95

Research Hypotheses

Research Hypothesis One (HO₁): there is no significant relationship between issues entrenched in the administration of e-learning and university education

Table 3: Observed Frequency Values of Issues Entrenched in the Administration of E-learning and University Education

Items	1	2	3	4	5	6	7	8	9	10	Row Total
SA	41	25	44	30	28	46	30	34	30	3	311
A	45	44	25	50	45	19	54	29	42	5	358
D	9	24	24	14	15	46	14	24	24	40	234
SD	5	7	4	6	12	4	6	13	4	52	113
Column Total	100	100	100	100	100	100	100	100	100	100	1000

Table 3.1 Expected Frequency Values of Issues Entrenched in the Administration of E-learning and University Education

Items	1	2	3	4	5	6	7	8	9	10
SA	31.1	31.1	31.1	31.1	31.1	31.1	31.1	31.1	31.1	31.1
A	35.8	35.8	35.8	35.8	35.8	35.8	35.8	35.8	35.8	35.8
D	23.4	23.4	23.4	23.4	23.4	23.4	23.4	23.4	23.4	23.4
SD	11.3	11.3	11.3	11.3	11.3	11.3	11.3	11.3	11.3	11.3

Table 3.2 Contingency Frequency Values of Issues Entrenched in the Administration of E-learning and University Education

Items	1	2	3	4	5	6	7	8	9	10
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SA	41(31.1)	25(31.1)	44(31.1)	30(31.1)	28(31.1)	46(31.1)	30(31.1)	34(31.1)	30(31.1)	3(31.1)
A	45(35.8)	44(35.8)	25(35.8)	50(35.8)	45(35.8)	19(35.8)	54(35.8)	29(35.8)	42(35.8)	5(35.8)
D	9(23.4)	24(23.4)	24(23.4)	14(23.4)	15(23.4)	46(23.4)	14(23.4)	24(23.4)	24(23.4)	40(23.4)
SD	5(11.3)	7(11.3)	4(11.3)	6(11.3)	12(11.3)	4(11.3)	6(11.3)	13(11.3)	4(11.3)	52(11.3)

Calculated Chi-square value =328.7

The calculated chi-square value was 328.7 greater than the tabulated chi-square value of, 21.03 at 0.05 level of significance, and at 12 degrees of freedom. Following chi-square decision rule the null hypothesis (Ho) which stated that ‘there is no significant relationship between issues entrenched in the administration of e-learning and university education’ was ‘rejected’ whereas the alternative hypothesis which stated that ‘there is significant relationship between issues entrenched in the administration of e-learning and university education’ was ‘accepted. In conclusion, the finding of the study proved that there are issues in the administration of e-learning in the university education.

Research Hypothesis Two (HO₂):: there is no significant relationship between the prospects achieved by the university administration of e-learning and the university education.

Table 4: Observed Frequency Values of Prospects Achieved by the University Administration of E-learning and the University Education

Items	1	2	3	4	5	6	7	8	9	10	Row Total
SA	42	43	30	25	28	45	30	25	41	45	354
A	33	29	40	40	45	14	48	44	45	13	351
D	10	20	14	20	15	35	18	24	9	36	201
SD	15	8	16	15	12	6	4	7	5	6	94
Column Total	100	100	100	100	100	100	100	100	100	100	1000

Table 4.1 Expected Frequency Values of Prospects Achieved by the University Administration of E-learning and the University Education

Items	1	2	3	4	5	6	7	8	9	10
SA	35.4	35.4	35.4	35.4	35.4	35.4	35.4	35.4	35.4	35.4
A	35.1	35.1	35.1	35.1	35.1	35.1	35.1	35.1	35.1	35.1
D	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1	20.1
SD	9.4	9.4	9.4	9.4	9.4	9.4	9.4	9.4	9.4	9.4

Table 4.2 Contingency Frequency Values of Prospects Achieved by the University Administration of E-learning and the University Education

Items	1	2	3	4	5	6	7	8	9	10
SA	42(35.4)	43(35.4)	30(35.4)	25(35.4)	28(35.4)	45(35.4)	30(35.4)	25(35.4)	41(35.4)	45(35.4)
A	33(35.1)	29(35.1)	40(35.1)	40(35.1)	45(35.1)	14(35.1)	48(35.1)	44(35.1)	45(35.1)	13(35.1)
D	10(20.1)	20(20.1)	14(20.1)	20(20.1)	15(20.1)	35(20.1)	18(20.1)	24(20.1)	9(20.1)	36(20.1)
SD	15(9.4)	8(9.4)	16(9.4)	15(9.4)	12(9.4)	6(9.4)	4(9.4)	7(9.4)	5(9.4)	6(9.4)

Calculated Chi-square value = 119.4

The calculated chi-square value was 119.4 greater than the tabulated chi-square value of 21.03 at 0.05 level of significance, and at 12 degrees of freedom. Following chi-square decision rule the null hypothesis (Ho) which stated that ‘there is no significant relationship between the prospects achieved by the university administering of e-learning and the university education’ was rejected whereas the alternative hypothesis which stated that ‘there is significant relationship between the prospects achieved by the university administering of e-learning and the university education’ was accepted. In conclusion, the finding of the study proved that there are prospects achieved by the university from the administration of e-learning in the university education

Discussion

The finding of the study revealed that there are issues entrenched in the administration of e-learning into the university education. Nwabufo et al (2013), Salawudeen (2010) and Torruam (2012) in consonant with the finding of the present study listed different issues entrenched in the university education as e-learning is introduced into it. The issues ranges from lack of trained instructors, lack of e-learning infrastructures, materials, funds, internet connectivity etc

It is proved from the finding of the study that the university has achieved some prospects by introducing e-learning into the university education for students to benefit. Aboderin (2010) agreed with this finding by emphasizing that e-learning can help the government to meet with the growing demand for education by students when facing shortage of instructors. Wali & Sonia 2002 cited in Torruam (2012) in collaboration with the finding of this study maintained that e-learning in universities will revolutionalized the way lecturers teach and how the students learn. Aboderin & Kumuyi (2013) also agreed that there is prospect in e-learning because it transforms old method and approaches of traditional teaching ad curriculum implementation into the new different method of teaching instruction and curriculum implementation

Conclusion

The researchers concluded from the findings of the present study that there are issues entrenched in administering e-learning in university education. Also that the university has achieved some prospects from e-learning being introduced into the university education.

Recommendations

The researchers make the following recommendations that

1. The university management should make sure that qualified instructors are employed to lecture ICT/e-learning courses
2. Both State and Federal government should fund the university so that they can purchase the necessary materials needed for e-learning
3. The University should ensure that students benefit immensely from the prospects of e-learning
4. The management of the university should make sure they motivate students to learn by providing them with functional e-learning facilities.
5. The university should also ensure that quality e-learning content is ingrained into the university curriculum.
6. Since e-learning is prospective, the management of the university should ensure that they put into the educational system best facilitate , appropriate curriculum content, materials, qualified instructors etc so that they can benefit maximally from e-learning educational programmes.

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