



# Managing E-Learning Facilities for Quality Education Service in Higher Institutions

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## Abstract

The society has evolved to the extent that one has to be on par with the changing trend of the time to survive and the field of education is not left behind. This research was carried out on managing e-learning facilities for quality education service in higher institutions. The study adopted the descriptive survey design with three universities as the population, at random, a sample size of three hundred (300) students, in 300 level in the different universities were selected as respondents. To properly conclude the investigation, statistical analysis was carried out using SPSS version 23: mean, standard deviation and z-test of significance on the data from the 300 respondents. The instrument for data collection consisted of 31 items. Cronbach alpha coefficient and reliability of .941 was obtained. From the study, it was discovered that if e-learning facilities are properly managed in higher institutions, quality education delivery will be achieved. The study, therefore, recommends that regular maintenance should be carried out on e-learning facilities in the different universities for quality education delivery to be achieved.

**Keywords:** E-Learning, E-Learning Facilities, Teaching, Learning, Management, Quality, Education, Universities, Maintenance, Information and Communication Technologies, Higher Education.

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## INTRODUCTION

World globalization has become a very important phenomenon in all the sectors of any country's and state's architectural segment as it promotes fast dispensing, assimilation, accommodation and retrieval as well as storability of information in a very safe storage device(s). Education, being one of the sectors in the Nigerian economy as well was not left out in the use of e-learning facilities as a component part of the globalizing education sector. The use of ICT meaning Information and Communication Technology in education has revolutionized the higher institutions in different ways. It is as a result of this that the

centrality of ICT in the global market place has been enhanced by a new culture shared by many educators.

According to the Nigerian policy on education (2004), it is imperative to note that the Federal Government of Nigeria as stated its policy the impact of e-learning (ICT). This bold policy statement concerning the integration of ICT into the education system of all levels. For the primary level, FRN (2004) states in section 4 subsection 19 (m) that: in recognition of the importance and pivotal role e-learning (ICT) plays in advancing knowledge and skill, it is essential for the government and institutional leadership of this modern society to integrate e-learning into the education system in Nigeria.

For the tertiary education, the FRN (2014) states in section 8, subsection 69(a) that a greater proportion of expenditure on university education shall be devoted to science and technology which information and communication technologies are inclusive. To crown it all the FRN (2014) in section 11 subsection e(111) promised that to achieve the policy objectives stated above, the government shall provide appropriate information and communication technology facilities to ensure that the benefits of the virtual library permeate all level of education in Nigeria.

However, the management of all ICT related facilities is as important as the usability of it all for the very purpose for which it was procured and brought into the teaching-learning environment to ease teaching and learning process in the school. According to Olagboye (2004) in Ololube (2018) management deals with deciding in advance the objectives to be achieved in the school and how to utilize available facilities to achieve stated objectives. Asiabaka (2008) in Ololube (2018) also opined that effective management of e-learning facilities plays a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of staff and students. The author averred that the needs of both staff and students are met through the provision of:

- Safe structures
- Adequate sensitization on ICT
- Adequate sanitary facilities
- A balanced visual and thermal environment and
- Sufficient shelter space for work and play.

Therefore, the management of e-learning facilities in the higher institutions of learning to the achievement of the goals and objectives of education cannot be over-emphasized.

The objective of the study is to:

- Investigate the available e-learning facilities.
- Examine the benefits of e-learning facilities.
- Determine the challenges facing the maintenance of e-learning facilities.

## **BACKGROUND**

E-learning facilities vary in nature, usage and storability capacity even though all of them aids the teaching and learning process. According to Okure (2008), e-learning is defined as the electronic process which enhances the delivery and administration of learning chances and support through computer-related networked and web-based technology to help individual performance and development.

In a related definition, Olorundare (2006) defined e-learning as instruction (material) that provides education and using electronic devices methods such as computer Data for storing information for longer time (CD-ROM) and computer Data for storing information for

temporary time (CD-ROM) in all can be referred to computer disc, video conferencing, website, email etc.

In some definitions, e-Learning encompasses more than just the offering of wholly online courses. For instance, Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also, the European Commission (2001) is of the view that new technology and internet as e-learning could guarantee fast and easy accessibility of e-learning and services even with distant learning, exchange and collaboration. This assertion inferred on the definition of e-learning as one that guaranteed the use of internet and technology in learning which also helps the students as well as the teachers to learn and teach faster with the ease of transfer of knowledge from the teacher(s) to the students using the new-technology base facilities.

E-learning is one of the new devices in the teaching and learning in the tertiary or higher educational institution of study is defined as the most possible way of communicating information or message from the sender who is the teacher to the students who are the learners using information and communication technologies. Rather than the traditional teacher-centred teaching and learning, e-learning present the teaching as student-centred but the teacher who was traditionally the one with the monopolistic of knowledge now becomes the facilitator or a mediator between knowledge and ignorance and between the students and understanding.

The definition presented by Oblinger and Hawkins (2005) and Maltz et al (2005) in the discussion, in a way is seen to be agreeing that e-learning is a fully online course (learning) and online-distance learning (course) using technologies or e-learning facilities. but while Oblinger et al (2005) viewed e-learning as that which transformed from a full-online course and independent of permanent time and place, Maltz et al (2005) holds this position on e-learning as different in perspectives: the interrelation in which a subject or its parts are mentally viewed or the capacity to view things in their true relations or relative importance.

From these definitions, the researcher is of the view and also deduced that:

- While e-learning is used for learning which is a relatively permanent change in behaviour does not mean that teaching and learning using e-learning must always be carried out in a permanent place.
- While e-learning is used in learning is to be carried out in a place and time does not mean that the place and time must be permanent but the flexibility of the place and time is allowed in the use of e-learning facilities in universities. For example, a faculty that has only one overhead projector and the internet board in a particular classroom, if a lecturer in the department of educational management wants to teach his students with the overhead projector and at the same time another lecturer in the department of curriculum studies wants to teach his students with the same overhead projector and the internet board in the same classroom; tell me how these lecturers will be able to manage this at a particular place and time. This, therefore, go to support the view of the researcher about the definition of e-learning as presented by Oblinger et al (2005) and Maltz et al (2005) that the use of e-learning facilities should not only be defined in the context of permanent place and time but the flexibility of the use of e-learning facilities as well as place and time should be emphasized

The view of OECD (2005) on e-learning as the diversification of information and communication technologies in the teaching-learning process is a welcome one and well understandable. These diversifications, of course, help to support the effort of the teachers

and enhances learning which is shown in the performance of the students in the education of students in higher institutions.

The diversification is therefore seen in the following ways:

- Provision of e-notes to the students. E-notes are soft copy materials of a particular course that is given to the students on their laptop, tablet etc. rather than hard copy textbook or handout.
- Provision and transfer of educational materials through flash-drive from the teacher to the students
- Sending of educative films that help and support classroom illustration and demonstration to the students through Whatsapp. A Whatsapp Messenger is an application that allowed people or a group of people on a cross-platform to share messages, images, videos and audios through electronic gadgets such as iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone from one person to another.

In this very point, credit is given to Professor Ololube, who often time sent educative films to the students on leadership and policy Whatsapp platform through Whatsapp application. These films usually go to support his teachings and views earlier had with students in the classroom. A typical example of these films is the one on “Pretence” titled “*Pastor and Wife*” and another one titled “*Poor mum teaches rich mum*”, etc.

According to Tao et al (2006), e-learning centred on making the students using electronic networks that allowed them the learners in universities to receive individualized support from the teacher or lecturer and also to have learning schedules that are more suitable for the students to develop themselves as well as making them teachers from other learners. This facilitates a high interaction and collaboration level between instructors or teachers and peers than traditional environment for learning.

The researcher is therefore of the view that any definition of e-learning that lacks diversification, mixture as well as the flexibility of the use of e-learning facilities in connection or relation to permanence, place and time in the mode of teaching and learning which are predominantly facilitated and distributed electronically may be termed outdated. Furthermore, the researcher is of the view that aside the conclusion of the definitions of e-learning reached above, there are other definitions of e-learning which may be possibly used or given by some other people to include:

- The knowledge and skills needed to change the scenario of traditional teaching and learning.
- As an interactive means designed and customized to make teaching and learning students-centred rather than the usual teacher-centred.
- The provision of information and instructions through the use of computer (laptop, iPad, tablet, desktop etc.) network technologies via the internet or without internet to different individuals at a different point in time.
- As a multimedia system or environment used to facilitate and communicate messages/information.
- The incorporation of several kinds of information
- Collaborative communication and networking which are shared among individuals
- Easy accessibility of information from online via the use of a computer or the likes.

It can, therefore, be concluded from the above that it is difficult to identify a common definition for e-learning. Some of the authors refer to e-learning as providing complete online courses only whereas others comprise web-supplemented and web-dependent services for the provision of educational and support processes

E-learning facilities are the electronic devices ranging from interactive whiteboards (clever board, starboard etc.), computers, projectors, electronic library, e-notes, intranet (a network restricted to authorized group of people), extranet (a network that allow any customer access to its information), radio, television set, Uninterrupted Power Supply (UPS), Central Processing Unit (CPU), printers, scanners, photocopiers, megaphones and microphones.

Interestingly, e-learning facilities for teaching and learning is a modern technological development used in the teaching and learning environment that improved the quality of education received in the higher institutions and foster rapid sustainable development which has significantly replaced the traditional method of teaching and learning in the contemporary society.

Furthermore, as earlier mentioned; the positive impact of these facilities cannot be over-emphasized, yet its management is inseparable from its functionality, usability and for continuous operation. However, management is not synonymous with maintenance. On the one hand, these facilities should be managed to achieve the overall purpose for which it was purchased, on the other hand, the maintenance of these facilities will pave way for the daily usage and upkeep of these facilities for safe daily operation.

### **Concept of Management**

In our contemporary society, things are usually or sometimes taken for granted both in formal or informal organizations. However, once an organization is established in this modern age of globalization for the achievement of specified goals and objectives, the issue of management becomes very imperative to the organization. This is usually the case because without proper management of all the resources of the organization the goals and objectives of the organization will be defeated. Management in itself and in all ramifications: human resource management, material resource management, financial resource management and time resource management needs proper management for the full actualization of the organizational goals and objectives.

Armstrong (1990) states that management is a process which exists to get the result by making the best use of human, financial and material resources available to the organization and in the individual managers. Management serves as the neck of the organization that helps to turns the whole organization and hence translates its thoughts into practice. When management is weak, the realization and actualization of the specified goals and objectives of the organization become very impossible.

In another dimension, Obasi and Asodike (2014) see management as the organization that is constantly concerned with planning, sourcing for resources, coordinating, directing, decision-making, controlling, communicating and evaluating performance to ensure that the human. Material and financial resources that are available in the organization are properly utilized for organizational effectiveness. In a similar but a little different view Usman (2004) sees management as the organization and mobilization of all human and material resources in a particular system for the achievement of some specified organizational goals and objectives in the most rational manner. While Onuka (2009) view management as the effective coordination of all organizational activities and material resources with or through other people to ensure that the objectives of the organization are achieved efficiently

## Concept of Quality Education

The word quality as seen by various individuals is diverse relying upon the specific circumstance, circumstance and conditions. Enahwo (2004) alludes to quality as an outflow of standard in training conveyance that can be accomplished through Maduagwu (2000) considers quality as an item or administration that fits the reason, while Edem (2003) respects it in connection to instruction conveyance as that which is pertinent and adjusted to the changing needs of the universal public, and could be surmised that quality is vital and versatile marvels that concur with changes and needs. Bernard (1999) sees the quality in training conveyance as all-compassing when he says "in all part of the education and its encompassing instructive group, the privileges of the entire youngster and all kids, to survival, security, improvement and investment be at the middle. This implies the attention is on realizing which reinforces the limits of youngsters to act continuously without anyone else benefit however the obtaining of pertinent information, valuable abilities and fitting state of intelligence, and which makes for kids, and aides the makes for themselves as fit as added people, spots of wellbeing, security and solid connection" however UNICEF (2000) alludes to quality training conveyance:

- Learners who are sound very much sustained and organized to acquire an interest and learn and bolstered in learning by their families with groups.
- An environment that is sound, sheltered, defensive and sex delicate and gives sufficient assets and offices.
- The context that is reflected in pertinent educational module and materials for the procurement of essential aptitudes, particularly in the zones of proficiency, numeracy and abilities forever and learning in such regions sex, wellbeing, sustenance, HIV/AIDS anticipation and peace.
- The process which prepared educators to utilize to focus on instructing approaches in all around oversight classrooms and schools and apt appraisal to encourage learning and lessens inconsistencies.
- Outcomes that incorporate learning, aptitudes and demeanours and are connected to national objectives for training and positive interest in the public eye.

Quality in instruction conveyance involves how the lesson is conveyed, the instructive offices are overseen, stores are sourced and the whole school condition in which training takes places are composed. In a comparable vein, Ocho (2005) sees quality in training conveyance as the height of instruction advance as an arrangement of deliberately characterized desire of practices judged as sufficient by segment approved and as a posting by specialists substance to be shrouded in a recommended course of concentrate together with different elements as a duration of time materials utilized and the condition for utilizing them. Quality training conveyance in secondary school will deliver quality students; quality learning condition, quality substance, quality process, quality outcomes because of value programs that bring the success of objectives with the goal of instruction to a standard satisfaction.

In another development, Quality education is a crucial tool for improving the prospects of higher income levels for individuals, and for the economic growth of nations. Bad houses or classroom structures, overcrowding in the classroom and lack of adequate furniture in the school are among the common features of public schools in Nigeria. Nigeria currently facing overpopulation and the problem of high rate or number of dropout children from the school among all other countries of the world in the world of primary school

students/pupils. Significant deficiencies exist even among those who attend school as they lack grade-level competencies. For instance, only 70.9 % of men and 59.3 % of women between the ages of 15 and 24 that have completed primary school in Nigeria are literate.

### **The availability of e-learning facilities**

The school exists for teaching and learning and for the education of all and sundry that will come to be educated in it. The school can only be called a school if it contributes to societal development the Nigerian policy on education (2004) mention that one of the goals of education in the training of students to acquire appropriate skills and the development of appropriate mental, physical, and social abilities and competence which are expected to equip the students to live in and contribute to society development. However, Nwafor (2012) is of the view that the core business of an educational organization is the enhancement of teaching and learning.

The school or education goals cannot be achieved in a vacuum. The needed resources must be put in place. Nwafor (2012) note that for educational administrators to achieve educational goals efficiently, they need three basic resources such as human resources which consist of all the personnel in the school, financial resources which is the fund necessary to run the organization and the capital equipment which includes the physical facilities, materials and equipment which provides support services in the accomplishment of the school goals.

However, the study focuses on e-learning facilities which otherwise is called ICT resources, hence e-learning facilities are necessary for the attainment of educational goals and objectives. The availability of e-learning facilities needed for quality education delivery is something that has no alternative. Studies have shown that many schools regarded ICT in education as an effort to simply replace chalkboard by multimedia presentations/animations. According to Adeyemi in Atuenyi (2017) in Ololube (2018), the usage of e-learning (ICT) in Nigeria's education system is a crawling phenomenon that is like a child learning how to start doing things by his/her self, he however, lamented the non-availability of e-learning facilities in most Nigerian learning environment which is called schools and urged that every or all hand must be on deck to be able to address the issue or show concerned about addressing this trend. Availability of e-learning facilities makes the teaching-learning environment or school a place where students come together to share common ideas, belief and equally try to inculcate in their fellow students the desire to pursue knowledge which will eventually lead to the promotes and the development of intellectual capacities in other students or of generational individuals to understand and appreciate the beauty of e-learning to their environments (Ajayi, 2003).

According to Oluwuo (2013), the availability of these e-learning facilities will afford the lecturers the opportunity to use them and take their students beyond the traditional pedagogical practices that still underpin the university educational system, thereby ensuring adequate participation of students, with the aim of achieving a high qualitative education in the university. The availability of e-learning facilities helps to expose the students to e-learning which is the modern process of learning. This also helps to empower them in the various method of gaining skills and acquiring knowledge.

The findings of a study carried by Oluwuo and Lawanson (2013) revealed that the availability of e-learning facilities in Nigerian universities on some such things as laptops, projector screens, internet, interactive whiteboard, interactive video, electronic library, electronic mail, printer, photocopier etc. in federal and state universities in south-west geopolitical zone of Nigeria has not be extended to some department, but are only in a kind of mini ICT centres in the universities. While the availability of some of these e-learning

facilities shows that the university authority and government are making frantic effort to recognize the enormous importance of these e-learning facilities in improving the quality of education in the Nigerian universities.

### **Advantages or benefits of e-learning facilities**

The benefits of e-learning in this 21<sup>st</sup> century has spread to almost all aspect of societal life. The e-learning information flow especially from browsing the internet or sourcing for information from the internet. According to Akpa (2014), the digital age is the current period that is heavily dominated by the technological revolution which has made the world a global village, connecting people and place and easily facilitating access to information and communication at a press of the button. However, according to Blurton (2000) in Ololube (2018) e-learning impact students learning when the teachers are digitally literate and understand how to integrate e-learning into the process of teaching and learning.

### **The Benefits of e-learning to the Students:**

- Easy sharing of educational resources/materials among them;
- Flexibility in the teaching-learning process. Unlike the traditional pedagogy that is rigid, e-learning is flexible;
- Accessibility to educational materials online;
- Improvement in computer literacy among students;
- Personal confidence in the use of those e-learning gadgets; and
- It motivates and arouses learning.

### **The Benefits to the Teachers/Lecturers:**

- Display of competence before the students;
- The use of an overhead projector with the interactive whiteboard makes teaching interesting, stress-free and joyful;
- The ability to assist the students to operate e-learning facilities by themselves;
- It simplifies a complex topic through the use of PowerPoint presentation;
- PowerPoint presentation reduces the burden of writing on the board and explaining it;
- It makes the teacher the centre of attraction;
- It accord and command respect from the students

### **The Benefits to the Parents:**

- It reduces the burden of buying educative materials for their children since they can browse the internet to get the information online;
- It reveals the performance of their children at school since their courses result are made available online and can be checked online;
- Through text messages from the school, parents are guided on the demand (fees) of the school on them etc.

E-learning is of immense importance in the field of education as in another field of human endeavours. This was the reason the FRN (2014) stated that “in recognition of the importance and pivotal role e-learning (ICT) plays in advancing knowledge and skill, it is essential for the government and institutional leadership of this modern society to integrate e-learning into



the education system in Nigeria”. Divergently, Davis et al. (2005) are of the view that e-learning does not automatically add quality to teaching and learning. However, many studies have revealed that e-learning facilities accelerate, facilitate and improve the quality of education through problem-solving, information management, work habit motivation establishing life-long learning habit, conceptual development, which the traditional face-to-face method failed to offer.

Generally, the following are the benefits of e-learning facilities:

- It stimulates the development of intelligence;
- It provides access to learning at a reduced cost;
- It assists in the cognitive development of the cognitive domain;
- According to White (1999), e-learning facilities are excellent tools for drill and practice, tutorial, demonstration, construction, managing educational resources and retrieval of information.

White (1999) is still of the view that e-learning used in teaching and learning by accessing electronic publications of lecturer notes, researches using CD-ROM or web, running electronic discussion groups with learners using e-mail communication for management, using video conferencing with other students overseas; etc.

- It increases mastery learning by promoting multi-skill activities and productivity
- E-learning application to education has to a greater extent spurred the growth of distance learning which has given thousands of people all over the world, who lack the time and resources to attend the normal classes from Monday to Friday, the chance to pursue educational qualifications at their own pace.

Furthermore, the adoption of e-learning in education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, e-learning is considered one of the best methods of teaching the students educationally. Some other advantages of e-learning in education, that can be obtained elsewhere through literature include the following:

- It is flexible when issues of time and place are taken into consideration;
- E-learning enhances better understanding of knowledge and the prerequisite qualifications that easy accessibility to a huge amount of information;
- It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers of the monopolistic traditional classroom teacher to the student-centred kind of teaching and learning that have the potential of changing the students. E-learning motivates students to interact with others, as well as exchange views. E-learning eases communication and also improves important information on the relationships that sustain learning. It was based on this that Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery;
- E-learning always takes into consideration the individual learners differences. Some learners, for instance, prefer to concentrate on certain parts of the course, while others are prepared to review the entire course;
- E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians; etc.

- The use of e-Learning allows self-pacing;
- According to Holmes and Gardner (2006) e-learning help the students and lecturers and give them the ability to assess the students or learners as they learn, and at the same time increasing their academic desire, aspiration and ambition in education, by way of interactivity suitable to community education, cultural diversity and globalization, and eradicating boundaries of place and time.

Through e-learning, according to Rabbah (2005), large coverage of instruction can be simplified in a step by step with the help of PowerPoint presentation to save time and effort. Both learners and instructors can be able to accomplish and keep up with development as they obtain experience that is provided by numerous specialists in the various fields of knowledge. The impacts of e-learning on educational ethics according to Khan (2005) are ensured. This is because the environments for e-learning are tolerant, so they are good ways of offering equal access to the information world irrespective of the locations of the users, their ages as well as ethnic origins, and races (Khan, 2005). The environment for e-learning that will support the learners or students to depend on themselves and the lecturers to develop themselves for the reason that instructors are no longer the monopoly of knowledge source. They instead become advisors, counsellors and those that can guide the students without too many interferences (Alsalem, 2004). E-learning also aids in the preparation of society to globally communicate and dialogue with others (Zeitoun, 2008).

### **The Summary Benefits of e-learning Facilities to Education**

- **Easy Access to Information:** e-learning has made it easy for the accessibility of some or much relevant information at any time in life and anywhere in the world. With e-learning gadgets like the iPad, iPhone, Galaxy tablets, Wikipedia, Youtube etc., users can easily have access millions and thousands of information at the press of the button anywhere in the world through the use of the internet on these devices. So a user on a train can easily read breaking news while travelling, they can also buy and sell stocks while in the bedroom or access their smart home temperature on the go.
- **Encourages Innovation and Creativity:** innovation and creativity is the order of the present dispensation of this planet earth. It makes the brain more active and functional to work to its full potential. In the past, it is usually difficult to manipulate the computer to get what one is looking for but with the present use of e-learning in the higher institutions students now find it easy to get and produce unlimited information that other students can also access. Another good example is that which helps creative people get funds for their projects through crowdfunding. On this platform, creative developers post projects to seek funding from the community; this helps them generate capital for their ideas which later leads to the creation of new jobs and further innovation of technology.
- **Improved Communication:** Communication is like water to life; it is essential to teaching and learning environment.
- **Convenience in Education:** Learning is a process, and it is part of our daily lives. Modern technology has made it simple for students to learn from anywhere through online education and mobile education. Also, students now use modern technology in classrooms to learn more effectively.
- **Social Networking:** this is another e-learning that has contributed immensely to use e-learning in the teaching and learning environment. One can now chat and share meaningful information with another student(s) whether on a platform or not using or by using Facebook, Whatsapp, apple etc.

## **Challenges Facing the Availability of e-learning**

The challenges hindering availability of e-learning facilities in universities has equally hindered quality education delivery in most universities. The following are some of the likely causes of the challenges.

**Lack of financial provision:** One of the major challenges hindering effective management of educational facilities is the lack of financial provision. Inadequate financial provision is a major challenge facing education managers to the management of educational facilities because school facilities cannot be maintained effectively without financial resources. Ibenta (2005) assert that finance is an economic force, a means of economic empowerment or emancipation, the wherewithal available to an organization to settle its obligations. Ekundayo (2009) also supports this by saying that money is a very important resource needed in the educational system and needs to be well utilized as available in the school. Akinsolu (2003) stresses the importance of financial and the management of educational facilities in the educational system. In her study on the provision and management of facilities for primary education in Nigeria, she pointed out that there is a gross inadequacy in financial resources for Nigerian primary schools with availability to a required percentage ranging from as low as 1.5 to a maximum of 35.25. She opines that all stakeholders need to ensure adequate provision of financial resources in all educational system, be it primary, secondary or tertiary levels to enhance learning and for improved productivity.

Ajileye and Ikegwuru (2011) state that, for the job of the principal to be effective, he needs finance to run the affairs of the school. In the same vein, they further aver that for him to be effective to manage the students as well as physical facilities, teaching aids, invite resource persons in some areas, and sell the school's programmes and ideas to the public he needs money or funds. Without any disagreement, it is true that money answers all things. If this is true, then the fund is required to maintain school plants and other services that will keep the school going forward. Fund act as the fuel in the engine which causes the propeller (the school) to move forward. The consequence of declining revenue against rising demand for education is contributing to the declining quality of education delivery. Finance is indispensable in managing educational facilities in secondary school since management function could be rendered ineffective by the adverse effect of lack of fund on the management of facilities.

Ololube (2016) described financial management as an activity for obtaining and effectively utilizing the funds necessary for an efficient course of action. Igwe (2006) is of the view that, the importance of adequate finance in planning and executing an educational programme cannot be overemphasized because without the available financial resources, the desired human and material resources would be impossible to procure adequate funding contribution to the non-provision of educational facilities talk less the maintenance of such facilities as school building, furniture, laboratory, library, classrooms and so on all of which pose a great challenge to the management of educational facilities and consequently affect quality education delivery.

Again, Usman (2016) opined that to maintain quality in education delivery, the amount of finance and other resources required has to be directly related to the strength of the students' population to be served as well as the effectiveness of the teachers. Insufficient financial provision or lack of financial provision will result in poor management of education facilities vis-à-vis the quality of education delivery in secondary schools. Okecha (2008) and Igbuzor (2006) opine that the neglect of the sector had resulted in the following: unpaid and poor remuneration of teachers, dilapidated school structure, lack of laboratories or dilapidated

poorly equipped ones, no libraries or stocked with obsolete books and other reading materials, inadequate furniture, poor ventilation and over-crowded classrooms, heavy workload for available teachers, deteriorating quality of outputs from educational institutions, unstable government, unqualified staff, uncommitted staff, unprecedented scale of corruption, cultism, large scale examination malpractices, increase enrolment, rapidly increasing educational cost among others. The United Nations Education, Scientific and Cultural Organization (UNESCO) has recommended that at least 26% of every country's annual budget be spent on education but rivers southeast senatorial district of rivers state via Nigeria has not complied with this recommendation despite her huge revenue in comparison to other African countries the economic recession notwithstanding. In the same vein, Bello (2007) confirms the deplorable situation of the physical facilities in our institution. He claims that finance is one of the major factors that are responsible for the problem of facilities which inadequate financial support, inadequate provision of facilities and maintenance culture.

Derek and Paul (1987) in Prince (2010) identified the following as factors hindering effective management e-learning facilities. They are:

- Inadequate finance- it is generally acknowledged that inadequate finance is a major constraint on effective facilities management in school, partly because budgets are the easiest to cut when money is scarce. According to him, maintenance expenditure can be absorbed more easily in commercial and industrial organizations where it may account for as little as 0.5% of turnover, but even in these cases maintenance is taken for granted except when it threatens production or profitability. However, the situation is more serious in public sectors where damaging effects or poor maintenance is less immediately obvious. This problem of inadequate finance indeed result in rapid deterioration of existing building resulting in an increase in demand for a new building because the poorly maintained building is not only unpopular but they soon reach the stage where the structure itself deteriorates and rebuilding has to be considered;
- Bad management- refers to the idleness and waste among maintenance personnel.

Prince (2010) related that the factors that hinder e-learning facilities management in schools are:

- Cost-investors would want to have the most economical method for carrying out maintenance work whether corrective or preventive; thus they look at:
  - Actual cost of maintenance of the building to the cost of maintaining a similar building;
  - Consideration of money spent to achieve an acceptable standard at present;
  - Cost of maintaining the same standard in future and economies of replacing facilities
  - Amount of work available and priority of work to be executed;
  - Availability of physical resources—the availability or non-availability of physical resources affect the effective maintenance of school facilities when suitable materials for maintenance are not available; it becomes difficult to undertake maintenance. Again, even if suitable materials are available but not in adequate quantities and the alternative are not available maintenance of school facilities would be very difficult;
  - The urgency of the work- this also affects facilities maintenance, in that investors consider whether delayed work in the short run will require more expensive work at a later stage;

- Interference with activities carried out in the building.

In another dimension, Prince (2010) summarized the principal criteria which could hinder effective school facilities management as cost, age and condition of the property, availability of physical resources, and urgency of the work, future use and sociological considerations. Obstacles affecting the total implementation of e-learning in developing countries are:

- Connectivity: Limited or lack of connectivity in many developing countries including Nigeria Universities impedes access to online learning e.g. (E-learning);
- Equipment: E-learning requires equipment from the supply or producers that will facilitate learning, so many universities in this part of the world does not always have original equipment rather it is always the second-hand or fairly used. The equipment such as computers, digital technology, and the internet are not available for proper utilization;
- Software: lack of software engineers in the universities is one of reason hindered the process leading to facilitating e-learning programme;
- Training: lecturers and students are not trained to make use of some of the e-learning equipment.

According to (Daniel, 2009) some lecturers and students are not trained to make use of some of the e-learning equipment. This affect e-learning programme in our universities. Also according to Judith (2004), the challenges of students in e-learning classes are:

- Many students lack confidence and experience with computers,
- Many students lack skills in commonly used applications such as Microsoft Word, Excel and PowerPoint which affects their programme in e-learning classes.
- Time management, skills and self - motivation also influence students' performance in e-learning classes, etc.

The Challenges facing the availability of e-learning technologies in Nigerian universities are enormous and varies in conceptual and context. Among these challenges are:

- The inability of teachers to assist students electronically;
- Lack of e-learning curriculum pedagogy;
- Lack of collaborative and networking facilities for studies;
- Lack of e-learning vision on the part of the leaders of the institutions;
- Failure in the implementation of e-learning in different universities by the leadership;
- Lack of technical and social skills required for the implementation;
- Lack of e-learning personnel;
- Failure from network providers.

However, the summary, of the challenges of e-learning in Nigerian Universities are:

- Inadequate security for universities Cyber Café;
- Inadequate e-learning experts or manpower to train both the staff and the students;
- Internet facilities adopted in most universities are not functioning very well;
- Hardware used for e-learning classes are costly and some universities cannot afford it;
- Inadequate supply of electricity to e-learning centres for effective teaching and learning;

- Inadequate funding of the universities to buy e-learning technologies;
- Inadequate laptops or computers for both the students and staffs.

## **METHODS**

### **Research design**

The research design for this study is a descriptive survey because this study deals with the already existing phenomenon which is on the ground in the schools as they are not subject to individual or the researcher's manipulation.

### **Demographic information**

The research population for this study comprised of 300 level students from three universities in Rivers State. The sample size of 300 students was randomly selected from the three (3) universities. Among the total population, 200 (66.6%) respondents were male while 100 (33.3%) were female. Information for the age bracket of the students revealed that 100 (33.3%) were within the age bracket of 19-22 years, 100 (33.3%) were within the age bracket of 22-25 years while 100 (33.3%) were within the age bracket of 25-28 years.

### **Instrumentation**

The respondents who are the students responded to two (2) different questionnaires. The first questionnaire was structured like the four-point Likert-type scale was used for research question one (1) but it has (highly available=4; moderately available=3; available=2 and not available=1 while the four-point Likert-type scale was used for research question two (2) and three (3); and it has (strongly agree=4; agree=3; disagree=2 and strongly disagree=1) respectively.

These two research questionnaires were employed due to the different ways the research questions were posed. This was aimed at having fairness as the respondents rate their views on the research questions such as to what extent is the available e-learning facilities, what are the benefits of e-learning facilities and what are the challenges facing e-learning facilities?

The instrument consisted of a total number of 31 items. Section "A" of the questionnaire described the demographic details of the respondents such as e-learning facilities (research question 1) has 18 items, while benefits of e-learning facilities (research question 2) have it 7 items and the challenges of e-learning facilities (research question 3) has it 6 items. The two phases of the questionnaires were structured, designed and validated by other learned colleagues which enable the researcher to gather information and data from the respondents.

### **Reliability of the instrument**

The reliability of the instrument was carried out in order to determine the consistency of the items in the instrument. It deals with the truthfulness of the instrument- whether the instrument tells different things in different situations. Data collected was analysed using the Cronbach Alpha and the reliability of the instrument was established at a reliability coefficient of .941. With this statistical result, it, therefore, proved that the research instrument was very reliable.

## **Data Analyses**

The study under investigation, examination and consideration was carried out to ascertain the different responses, views and ideologies of the respondents on e-learning facilities in the dimension of its availability, benefits and challenges facing the management of e-learning facilities in universities. The journey to the conclusion of the investigation and examination were subjected to statistical analyses using the Statistical Packages for the Social Sciences (SPSS) version 23.

The mean, standard deviation and z-test were computed statistically to test the respondents' responses while a statistically significant level of .05 was used to ascertain the researcher's confidence in the population and sample size used in this study. Cross Tabulation was in the same vein used or employed to test the presence or absence of influence in the variables in this study.

## **RESULTS AND DISCUSSION**

In view of the aim of this research which was to determine the overall benefits of e-learning facilities in higher institutions. It was also intended to investigate the availability of such e-learning facilities as well as the challenges confronting the management of e-learning facilities in institutions. Based on this, the three universities were rated on a common ground of available and not available as well as on agree and disagree to induce the responses of the respondents from the higher institutions. Mean and the standard deviation was the core statistical analysis the responses of the respondents were rated on. These results of  $M= 2.6$ ,  $SD= 2.28$  proved beyond a reasonable doubt that the respondents attested to the fact that majority of the e-learning facilities were on the ground in their institutions even though some are insignificant in number when compared with the number of users. For data collected on the benefits of e-learning facilities to the higher institutions the mean and standard deviation values read as follows: e-learning saves time ( $M=3.13$ ,  $SD=0.44$ ), e-learning makes learning more real ( $M= 3.00$ ,  $SD=0.96$ ), e-learning gives easy access to information ( $M=3.37$ ,  $SD= 0.47$ ), e-learning encourages creativity ( $M= 2.83$ ,  $SD=0.41$ ), e-learning improve communication ( $M= 3.05$ ,  $SD= 0.081$ ), e-learning facilitating sharing of information ( $M= 3.18$ ,  $SD=0.45$ ), e-learning make teaching and learning convenience and easy ( $M= 3.20$ ,  $SD=0.055$ ). All these depicted the numerous usefulness of e-learning facilities in higher institutions of learning. Again, on the challenges facing the management/maintenance of e-learning facilities, the respondents responses shows that all the mean values were above 2.5 which actually confirm that: high cost e-learning parts ( $M=3.03$ ,  $SD=0.55$ ), lack of fund ( $M= 2.96$ ,  $SD=0.45$ ), lack of specialist in the field ( $M= 3.15$ ,  $SD=0.60$ ), high cost of internet connection ( $M=3.22$ ,  $SD= 0.53$ ), high cost of purchasing complete e-learning internet gadgets ( $M= 2.85$ ,  $SD= 0.124$ ), there are challenges in the management/maintenance of e-learning facilities of e-learning facilities. all these shows that managing e-learning facilities for quality e-learning education service in higher institutions of great importance if quality education is expected to be achieved since they cannot be influenced in any way.

### **Z-Test Analysis of Respondents' Responses and Views**

Statistically, to further investigated the research information analytical; a z-test analysis of the samples was conducted or carried out. The z-test was aimed at determining if there were significant differences in the respondents' views. After collection of data, all the variables were computed as they appeared in the different questionnaires using the SPSS version 23. It was gathered that there were significant differences in their views on the availability, benefits

and challenges facing e-learning facilities in higher institutions. The SPSS version 23 showed the result as .008 significant levels.

In testing the z-value, the two-tailed z-test on managing e-learning facilities for quality education service in higher institutions shows that some of these e-learning facilities are not available in some universities while there was a kind of unanimous agreement positively to benefits of e-learning as well as the challenges facing e-learning facilities in higher institutions in Nigeria. This was evident as the lowest was .0828 and the highest was 212.3439

Unfortunately, Davis et al cited in Gusen et al. (2005) and cited in Agabi and Akpomi (2017) were of the opinion that e-learning facilities do not automatically add quality to teaching and learning. This assertion perhaps was the reason(s) many higher institutions in Nigeria were reluctant on the implementation of e-learning programme in their schools.

However, White (1999) opined that e-learning facilities enhances teaching and learning especially when used as tools for drill and practice, tutorial, demonstration, information retrieval process etc. Similarly, FRN (2014) asserted that in recognition of the importance and pivotal role e-learning (ICT) plays in advancing knowledge and skill, it is essential for the government and institutional leadership of this modern society to integrate e-learning into the education system in Nigeria.

Furthermore, findings from the study have revealed that some higher institutions do not have some of the e-learning facilities in their institutions amidst the abundant benefits inherent in the use of e-learning for teaching and learning in the higher institutions.

## **CONCLUSION**

This research was empirically carried out.it investigated on managing e-learning facilities for quality education service in higher institutions. Fundamentally, e-learning facilities spur both the teachers and the students to teach and learn beyond the traditional pedagogical method that was teacher-centred. As posited by White, (1999) e-learning facilities enhances teaching and learning especially when used as tools for drill and practice, tutorial, demonstration, information retrieval process etc and summarized by FRN (2014) e-learning (ICT) plays in advancing knowledge and skill, it is essential for the government and institutional leadership of this modern society to integrate e-learning into the education system in Nigeria without e-learning in any higher institution(s), the institution(s) still remain in the traditional pedagogical era.

Despite the apparent remark by Davis et al cited in Gusen et al. (2005) and cited in Agabi and Akpomi (2017) that e-learning does not add quality to education, yet it is evidently proven by uncountable researchers that e-learning is far better in teaching and learning than the traditional pattern and therefore, it should be embraced by institutional leaders wholeheartedly.

## **Recommendations**

The solution to the problems raised, particularly by Davis et al cited in Gusen et al. (2005) and cited in Agabi and Akpomi (2017) that e-learning does not add quality to education and others are:

- Higher institutions should be connected to the internet in such a way that both the students and the teachers can access it;
- Every teachers and student should be compelled to purchase their Personal Computer (PC) so that can access internet connectivity;



- Complete internet gadgets should be provided in the higher institutions so that those who could not afford for themselves will use;
- Institutional leaders should be compelled to implement e-learning programme in their respective schools;
- Checks and balances should also be placed on institutional leaders so that the fund that is meant for e-learning programme will not be diverted;
- As stated by FRN (2014), the government should carry it to a logical conclusion;
- Non-Governmental Organizations (NGOs) and philanthropies should help in providing or donating some of these e-learning facilities to the higher institutions.

### **Future Research Directions**

This research has elaborately examined e-learning facilities in higher institution of learning in its wholeness. Wholeness in the sense that almost everything about e-learning facilities was generally considered in this study. However, with the difficulties experiencing by teachers and students alike in carrying textbooks both big in volume and small in volume, future research direction and consideration should be given to the “Development of E-notes (Softcopy)” by the teachers/lecturers via the institution management to the students to alleviate the pain and difficulties in carrying voluminous textbooks.

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