**Role and challenges of E-teaching and learning in Effective Instructional Delivery in Nigeria**

***Abstract:****Effective instructional delivery can only be achieved in a functional environment. This article examines the various roles of teachers and challenges they face using e-teaching and learning in the tertiary institution in Nigeria.Based on the review of related literature, it was gathered that e-teaching and learning plays a vital role in bridging the gap between learners that are within and outside the classroom environment. However, instructors and learners still face challenges ranging from erratic power outage, inadequate funding, inadequate skilled teachers, and poor attitude to change among others. This paper is of great relevance to teacher’s mind set and preparation towards the changing context in modern pedagogical practices in education. Based on this, recommendations were made accordingly.*

**Keywords:** Challenges, E-learning, effective, instructional delivery, Nigeria.

**Introduction**

E-teaching and learning innovative technology is a new electronic device which existed with the advent of electricity, internet, computer and other digital Medias for the purpose of knowledge acquisition and delivery. Many researchers believe that e-teaching and learning facilitates learning anytime and anywhere (Amzi, 2004, Gana, 2012, Kamba, 2009); improves retention, provides feedback and allows learners to customize learning materials (Okiki, 2012). However, these functions depend on the readiness of the implementers of the new media technology. In Nigeria, it is believed that most tertiary institutions are still struggling to adopt e-learning instructional delivery into their teaching and learning (Olaniyi, 2006).As knowledge is changing and transforming, it is expected that learners and teachers change with it in order to transform. Nevertheless, with the unprecedented explosion of students in Nigeria tertiary institutions, it becomes imperative to use e-teaching and learning which will reach out to many at a time and in different places. Students and teachers also get a better chance of reaching out to books and journals that are made available in the internet. A broader interaction is gotten from the outside world through interaction in the internet.

**Role of e-teaching and learning in effective instructional delivery**

Instructional delivery is a process of facilitating learning which is expected to bring about change in behaviour of the learner. Knowledge is acquired individually at varied interest, pace and ability. Learners’ construct their time to suit their learning. This kind of learning from constructivist point of view fosters critical thinking and creates motivated and independent learners (Gray, 2006).

Effective delivery systems however, are schools that use knowledge, skills, beliefs and background of each child to maintain high expectations for them. These schools are usually learner-centred. The educators in these schools use well-designed assessment tools to measure student learning, provide continuous feedback to learners, and data from the assessments are used to revise learning activities. These schools also focus on core knowledge from the field and have standards for mastery. In addition, they also draw upon the resources of the local community. They have strong leadership and are based on a clear vision for the school within the community. Teachers at these schools are highly qualified, which is reflected both in the content they teach and in their knowledge of relevant pedagogy. In other words, they know how to create a learner-centred environment and to engage students actively in the learning process. Furthermore, teachers and learners utilize modern technologies as an integral part of teaching

and learning to make delivery effective (UNESCO**,** 2004).

The use of internet-based technologies improves quality of teaching and learning related activities. E-learning invariably reduces the burden of the teacher. Work can easily be edited if adjustment is needed. The instructor could take a holiday and work from any spot. It also increases independent learning. Learners can work at their own pace, which motivates learning and preserves the health of the instructor.

Learninginvariably is a change in behaviour that results from interaction with teacher and the environment. According to ELT NEWS (2012), effective learning is monitoring and reviewing whether approaches and strategies are proving effective for the particular goals and context one is dealing with at a specific time. Learning is seen as the process by which people acquire new skills or knowledge for the purpose of enhancing their performanceELT NEWS (2012). Be it practical or theory it remains a process of getting and assimilating new experience for future achievements.

Teachers who know their subject matter thoroughly can be more effective and efficient at organizing the subject matter, connecting the subject with the students' previous knowledge, finding useful analogies and examples, presenting current thinking on the subject, and establishing appropriate emphases. Teachers' knowledge of the subject matter is essential to the implementation of important teaching tasks. Teacher must be up to date regarding curriculum content.Effective teachers set high standards for students. They also articulate clear goals. Teacher makes learning goals clear to students, by using appropriate instructional techniques;such as audiovisual presentations, discussions and inquiry, practice and application; use of appropriate questioning techniques and others. Conscientiously evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning.Weimer (2009) however, contends that ***independence, control and active engagement*fosters good teaching.** Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose “mass production” standards that treat all learners as if they were exactly the same (Weimer, 2009). Effective teachers should promote equity and appreciation of diversity among individuals anywhere at any time.

However, Meydayese (2010) argued that effectiveness of teacher’s instructional contents delivery lies greatly on the use of tangibleteaching aids; where young people learn most readily about things that are directly accessible to their senses via visual, auditory, tactile, and kinesthetic. Researchalso showed that approximately a third of children’s population has a preferred learning style which is visual, a third is auditory and a third iskinaesthetic (Duckett&Tatarkowski, 2012). There are a number of reasons for the need of variety: different methods are appropriate for different areas of knowledge; students have different learning preferences i.e. some are more visual learners, some like working in groups, some prefer the written word etc. a monotonous diet of the same teaching style will cause even the most keen student to lost interest. With experience, they grow in their ability to understand abstract concepts, manipulate symbols, reason logically, and generalize. These skills develop slowly, and the dependence of most people on concrete examples of new ideas persists throughout life.

Effective teaching and learning takes place when a ***variety*** of ***teaching strategies*** are provided in the classroom and when the emphasis is on gaining understanding rather than just right answers.

**Challenges of e-learning in Nigeria**

In spite of the bright prospect of e-learning in the country, it is so worrisome that there are somehurdles militating against the effective use of the educational technology in Nigeria. Some of theseobstacles as identified by Suleiman (2012) are:

* High cost of hardware such as bigger bandwidth and other internal gadgets like smart boards
* Less price competition and high import tariffs
* Transmission cost is also high
* Internet access is mainly through foreign ISPs due to unreliable local ISPs
* Dearth in skilled manpower for implementation and management
* Inadequate training of staff in institutions especially related to educational technology
* Poor condition of telecommunication infrastructure
* Low literacy level in computer technology among personnel
* Cost of acquiring and installation of the gadgets required for e-learning
* Ceaseless interruption of power supply all over
* Deficit in having well furnish/equipped e-learning centres
* Faithlessness/ trustworthiness.

Challenges such as: inadequate trained personnel to the use of ICT, lack of computers, broken down computers, lack of electricity, burglary and lack of internet or slow connectivity in most Nigerian higher institutions were also identified by Aduke (2008).

The World Bank (2009) summarily declared also that many Nigerian institutions are faced with challenges of inadequate ICT infrastructure, high cost of bandwidth access, lack of skilled manpower, inadequate training facilities, resistance to change from traditional pedagogical methods to more innovative, underfunding among others. In other countries, e-learning innovations are believed to have advanced so fast especially in Asian countries. However, in Nigeria, this setback in innovations has affected so many ways instructions are implemented.

**Conclusion**

In as much as e-teaching and learning has brought learning to our door steps, making life easier and enjoyable in a globalised world, it is also of vital importance to put every resources (human & material) in place for quality to be achieved in Nigeria. It is also imperative that teachers as curriculum implementers should be conversant with the existing innovations so that they can enhance quality teaching and learning in schools using electronic media.

**Recommendations**

Four items Nigerian University education could learn from the experience of developed countries on e-learning were listed as: funding, electricity, awareness/training and motivation (Oye, Salleh, &Iahad, 2011). Fore-learning to succeed in Nigeria according to Suleiman (2012), there is the need to build on another important pillar i.e. the existence of befitting infrastructure and some degree of viable connectivity.

Individuals that are well to do should continue to support the crusade of generous donation to university education in Nigeria. University administrators on their own part should also embark on awareness and training of staff on the use of electronic media in teaching and learning with motivation attached (Oye, Salleh, &Iahad, 2011).

These would improve funding and enhance the level of literacy using e-media and proper monitoring of instruction. It would also reduce erratic power supple and maintain efficiency in teaching and learning in Nigeria Universities.

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