

REVAMPING EDUCATION SECTOR FOR MEETING THE NEEDS OF E- LEARNING IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

This paper deals with the revamping education sector for meeting the needs of e-learning in tertiary institutions in Nigeria. E-learning refers to the use of the internet and ICT facilities to enhance the process of teaching and learning in an educational environment. The aim of this paper is to proffer various ways through which education can be revamped to meet the needs and challenges of e-learning in Nigeria. The needs and challenges facing E-learning in Nigerian education includes computer illiteracy, inadequate funding, the lack /inadequacy of e-learning facilities, and so on. The paper further discussed ways to revamp education to meet the needs and challenges of e-learning. This include the provision of e-learning facilities, training of computer illiterates, provision of adequate power supply and increased internet access within the universities. Conclusions made indicate that E-learning is of a vital essence to the modern-day Nigerian institutions as it would enable students to receive quality education and also to compete with their peers globally. Finally, the paper suggested that there should be a provision of adequate funds by the federal government and other educational agencies such as TETFund, to cater for ICT and e-learning facilities.

Keywords: ICT, E-learning, Education, Challenges

Introduction

Education lies at the heart of every society. It is a key and a vital element in the broad development of a nation's capacity to address and solve problems. Education forms the basis for the proactive and positive economic, social and political changes in the society. One way to empower the country is by exposing the

youth to the rudiments of skill acquisition, knowledge and competence which can be got through education.

The development of e-learning in Nigeria can be traced back to the development of telegraphy, which began in 1886, when e-cable connections were established by the colonial masters between, Lagos and the colonial office in London, to transmit information and receive feedback. By 1893, all government offices in Lagos were linked up with telephone services for easy communication, and later, other parts of the country were linked up (Ajadi, Salawu & Adeoye, 2016). It should however be stressed that in Nigerian schools, the commonest type of e-learning adopted was in form of lecture notes on CD-ROM which can be played when the learners desire. The challenge of this method is that number of students per computer was unattractive as compared to when lectures were received in the classrooms.

E-learning, which has become a major topic of discussion among scholars and writers in recent times, and is being used in various ways, has been variously defined. Generally, many scholars agreed that the concept is synonymous with online learning. According to Njoku and Nwachukwu (2019), the term e-learning is used in a variety of ways and comprises of such terms as online learning, Computer Based Learning (CBL), Web Based Training (WBT), Online Resource Based Learning (ORBL), Networked Collaborative Learning (NCL), and Computer Supported Collaborative Learning. E-learning can be interpreted as electronic learning;- the learning that involves the use of Internet; learning from a distance via the aid of the Internet and/or other electronic gadgets (Njoku & Nwachukwu, 2019). E-learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, CD ROMs, Video and

audio conferencing, mobile technology, interactive TV and web-based technologies (Amadi, 2015).

The use of e-learning in Nigerian institutions would greatly improve educational delivery services and would improve the quality of education being given to the students. It would greatly impact on the lives of the students as they would be able to contribute to the development of the nation upon graduation and would also be able to compete with their peers globally. E-learning no doubt is a very enticing method of teaching and learning in Nigerian institutions but it comes with various needs and challenges. Despite the positive impact of e-learning in educational sector, there are still existing challenges such as shortage of e-learning tools such as internet, computers, e-mail facilities, multimedia, scanner, printer, VCD player and digital camera, inadequate ICT facilities/equipment; frequent electricity interruption of ICT facilities and poor implementation of ICT policies among others. Azubuike and Offordile's (2015) study revealed that most schools lacked some of the e-learning devices and the problems facing the use of e-learning network in teaching included poor power supply, financial problems, low computer literacy level, low quality and expensive nature of VSAT connections. Olukayode's (2015) findings also revealed that challenges of e-learning included lack of computers, shortage of Internet facilities, students' lack of access to e-learning facilities and tools, high cost of software and erratic power supply (a major challenge), while prospects included promoting distance learning, extending the frontiers of knowledge, eradicating illiteracy, and making education more effective. The aim of this paper is to discuss the revamping of education sector for meeting the needs of e-learning in tertiary institutions in Nigeria.

Education

Education includes all of the discipline and education programs designed to help young people develop their comprehension, temper, manners, and habits while also preparing them for their future roles. Boyi (2014) saw education as a systematic procedure for the transfer and transformation of culture through formal and informal training of people in a society. It deals with mental, physical, psychological, and social development of citizens in each society. Okoorosaye-Orubite (2019) also defined education as a social creation, designed to meet the specific needs of the society at any particular point in time. Asaju and Sunday (2014) submitted that education is a process of teaching and training in schools for the development of knowledge and skills, preparing the individual for functional living in the society.

Akpo (2015) sees education as the process of facilitating knowledge through the transfer of skills, values, beliefs and habits under the guidance of educators through the learners may also educate themselves in a process called autodidactic training. Akpo views education as the acquisition of knowledge planned or unplanned which enhances the all-round development of human potentials for the good of the individuals and his general society. Twebaze, (2015) opined that the function of education is to teach one to think intensively and critically. Ofojegbe (2014) maintained that at any given time, education is important for any country's socioeconomic, cultural and political development. In Ada (2016), education is a tool for self-development and the development of the society. It provides descriptions given to education by these individuals that it would be difficult to separate education and entrepreneurship from one another. Obasi, Obih and Ndukwu (2017) asserts that education is the brain

behind the scientific and technological innovation and inventions we see and enjoy today.

Through education the individual citizen is fully equipped to contribute meaningfully to the social and economic development of his nation. The researcher viewed Education as a way of reducing one's poverty mindset, reformation, and enlightenment of the people in the society to attain a greater height. Tuemi (2016) supplied the meaning of education as the transmission of what is worthwhile to those who become committed to it and must be lived or acted out to qualify the person as having acquired education. Education all over the world is seen as a means of fostering social mobility, achieving independence, political stability and promoting economic development (Darusa, 2015).

E-Learning

E-learning is an abbreviation of electric; it indicates the provision of education and training on internet or the Word Wide Web. (Pinto et al, 2018). They also opined that e-learning provides access to a wide amount of information previously known to Individual specialist; It is flexible, permitting the use of images and videos; and it allows linking to Website, on a specific subject, thus contributing to further expand knowledge. E-learning as a subsystem within ICT, is the electronic process which enhances the delivery and administration of learning activities and support via computer, networked and Web based technology to help individual performance and development. The basic of e-learning is connectivity - the process by which computers are networked to share information which can connect people. This is provided for by what is often called the e-learning landscape or architecture, which refers to hardware, software and connectivity component required to facilitate learning (Okoro, 2021).

In the view of Eklund et al. (2023) e-learning as a component of flexible learning involves a wide set of application and processes, which use all available electronic media to deliver education and training. It provides people with a flexible and personalized way to learn and offers learning- on-demand opportunities and reduces learning cost. Bennink (2021) submitted that e-learning engages the use of learning to enhance learning including digital collaboration, satellite, broadcasting, CD-ROMs, video and audio conferencing, mobile technology, interactive TV and Web based technology. To buttressed, e-learning technologies offers learners control over content, learning sequence, pace of learning, time and often media, allowing them to tailor their experience to meet their personal learning objectives. E-learning presents numerous opportunities for faculty, along with continuing challenges for documenting scholarship (Olaniyi, 2020).

The use of internet technologies to provide a variety of solutions that improve performance and knowledge is known as e-learning. Through a variety of electronic media, including computer-based learning, Web-based learning, virtual classrooms, and digital collaboration, it enhances personalized learning and enables individuals to review performance at their own speed. All other things being equal, the use of e-learning to develop, promote, deliver, and facilitate learning in education is probably going to result in the intended change in the way the educational program is delivered and, more significantly, for the beneficiaries.

Objectives of E-Learning in Nigerian Education

The objectives of e-learning in Nigerian education are multi-faceted and aim to address critical issues in the sector, including accessibility, quality, and skill development. Below are the key objectives supported by recent references:

1. **Improving Access to Education:** One of the primary objectives of e-learning in Nigeria is to increase access to quality education for students, especially those in remote and underserved areas. With limited physical infrastructure in many regions, e-learning platforms provide an opportunity for students to access learning materials and interact with educators remotely. Programs like the *National Open University of Nigeria (NOUN)* have played a crucial role in providing learning opportunities to non-traditional students across the country (Ojedokun, 2020).
2. **Enhancing Learning Flexibility and Convenience:** E-learning offers flexibility in terms of time and location, which is particularly important for working adults and individuals with other responsibilities. Nigerian students can now take online courses that allow them to learn at their own pace, making education more inclusive and adaptable to diverse lifestyles. Research indicates that Nigerian tertiary institutions are increasingly adopting blended learning strategies that combine online and face-to-face instruction to meet the needs of different learners (Ezeani, 2021).
3. **Promoting Digital Literacy:** With the growing demand for digital skills in the job market, e-learning initiatives aim to equip students with the digital competencies necessary for future employment. The incorporation of ICT tools in education is expected to boost digital literacy among students and teachers alike, ensuring they are prepared for a technologically driven world. Recent studies highlight that e-learning platforms in Nigeria are instrumental in building digital literacy, helping learners become proficient in using digital tools for academic and professional purposes (Sulaimon, 2022).

4. ***Enhancing Teaching and Learning Outcomes:*** E-learning platforms provide opportunities for more interactive and engaging teaching methods, including multimedia content such as videos, animations, and simulations. This approach has been shown to improve student engagement and learning outcomes. Nigerian universities like the University of Lagos have integrated e-learning tools to facilitate a more interactive learning experience, helping students to better grasp complex subjects (Akinyemi & Adebayo, 2021).
5. ***Supporting Lifelong Learning and Continuing Education:*** E-learning encourages lifelong learning by offering flexible and affordable opportunities for professional development. Many Nigerian tertiary institutions have begun offering online certification programs and short courses that allow individuals to continue their education long after completing their formal degree programs. These programs are crucial for both personal growth and career advancement in an increasingly competitive job market (Okoye & Ajayi, 2021).
6. ***Fostering Collaboration and Networking:*** E-learning platforms provide students with the ability to collaborate with peers and educators across geographical boundaries. This enhances global learning and encourages diverse perspectives. Platforms such as the *Nigeria Learning Portal* have enabled Nigerian students to interact with international institutions, enhancing their global perspective and networks (NITDA, 2022).

Advantages and Disadvantages of E-Learning

Callian and Framework (2010) and Garrison (2011) in Offor-Douglas (2021) identified various advantages of e-learning:

- **Less expensive to deliver, affordable and saves time:** With e-learning, one can download learning material at an affordable price.

- **Flexibility in terms of availability:** Learners can access learning materials at any place and at any time.
- E-learning allows more effective interaction between the learners and their instructors through the use of e-mails, discussion boards and chat room.
- The e-learning could improve the quality of teaching and learning as it supports the face-to face teaching approaches.
- It helps learners to develop knowledge of using the latest technologies and the Internet.
- Learning is done at one's own pace and this reduces stress levels and increases satisfaction and retention of what has been taught.
- It allows for access to global resources and materials that meet students, level of knowledge and interest.

Other advantages of e-learning practices are:

- It is very helpful to students who do not have the time or funds to attend proper universities due to some challenges.
- It encourages individual growth of the student who will have to depend on himself to learn.

Bouhnik and Marcus (2006) in Offor-Douglas (2021) provided disadvantages of e-learning:

- Lack of a firm framework to encourage students to learn.
- Absence of a learning atmosphere in e-learning systems.
- A high level of self-discipline or self-direct is required, learners with low motivation or bad study habits may fall behind.
- The distance-learning format minimizes the level of contact, e-learning lacks interpersonal and direct interaction among students and teachers.
- When compared to the face-to-face learning, the learning process is less efficient.

Other disadvantages of e-learning include:

- Some online teaching programs may be faulty or have security technicalities.
- Online classes usually offer only objective questions which hinders the students' skills in practical work.
- It is difficult to ascertain if the student's assignments are original and not copied from the internet.
- Students cannot ask for clarity about a topic from the lecturer.

Needs and Challenges of E-Learning

Ndume (2018) opined that in many e-learning projects, students are faced with challenges of bad perception during their studies: inadequate pedagogy or ideology in the curriculum, inadequate resources, inadequate users' touch and feeling in their learning platform. At home, more e-learners cannot manage to study as they are responsible for domestic activities like caring for children and solving some household chores (Ostlund 2019). Furthermore, some instructors are not knowledgeable enough in coaching or in the use of multimedia tools; they lack tele-coaching skills (Pal, 2019). Gunga (2020) in his own contribution added that why the urge to embark on e-learning, it is still a dream because of weak ICT infrastructure, insensitive populace and technophobia workforce. The wide gap between the experience of ICT experts who develop e-learning and slow, and sometimes, unwillingly designers of education instructional system planner are also a challenge.

Limited access to computer and modems as a factor that is detrimental to the success of e-learning environment and high cost met by the learners when connecting to internet as stated by Gunga (2020). Connecting to internet the writer stated might be unreliable, slow or limited and might cause frustration and failure of learning outcome, and learning material can't be downloaded and accessed in time to support efficient learning. Gunga (2020) therefore maintain that "electronic" content cannot currently

sustain the qualities and multidimensionality of the kind of tutor-student relationship that learning in business education seems to require; moreover, the high cost of personal computer, laptop, software, internet and technical support, power instability, blackout in towns and unconnectivity in rural areas as problems that militate against utilization of e-learning in tertiary institution and business education in particular.

The issue of computer literacy among students and teachers and the availability of personal computer (PC) among teachers and students are lacking as opined by (Alu, 2021). There is no rigorous computer training in the process of teacher preparation to help teacher usage. Thus a greater number of teachers and learners are not computer literate. Alu stressed that unless technology becomes reliable, the universe use of e-learning will be difficult, Alexander (2019) supporting Alu said that he is not convinced that the society have technology that is reliable enough for people to rely as heavily as it is being talked about. Agu, (2021) pointed out that many e-learning do not provide enough content for good understanding of subject matter. Some of them for example only provide power point slides of lectures and online discussion forum which are not enough for users to obtain a good understanding of the subject content.

According to Ofor-Douglas (2021), the following serve as some of the needs and challenges of e-learning processes.

1. **Lack of Internet Facilities:** This refers to a situation whereby there is an absence of internet facilities to tend to the needs of e-learning. This also poses as a major challenge to e-learning in universities in Nigeria. E-learning requires internet facilities to function as most e-learning programmes are gotten online.
2. **Lack of Power Supply:** The e-learning facilities need to be charged to function. Where there is a lack of or inadequate

power supply, these systems cannot function thus, e-learning processes cannot take place.

3. **Inadequate ICT and e-learning facilities:** E-learning processes require the use of some ICT related facilities to function effectively. Thus, the lack of these facilities would mean the absence of e-learning within the universities in Nigeria. The concern of potential online learners have limited access to technology which is increasing, the digital divide and widening gap between the have and have nots.
4. **Maintenance of ICT and E-learning facilities:** The e-learning facilities require maintenance as they are machines. Irregular or lack of maintenance of these facilities, they might not function properly, thus e-learning would not be able to take place effectively.
5. **Computer-illiteracy:** This refers to a situation whereby a person is not competent in the use of ICT facilities. This situation serves as a major challenge to e-learning in universities in Nigeria. E-learning requires ICT facilities to function thus it cannot take place if the students and lecturers do not know how to use them.
6. **Lack of Encouragement:** Lecturers need to be encouraged by university administrators so that e-learning will be enhanced. This encouragement can come in many forms (motivation, supervision, opportunities to attend workshops/conferences etc.). The benefits derived when university administrators encourage lecturers for enhancement of e-learning within the university include the use of ICTs, providing incentives to both the teachers and the learners, and organization of seminars, workshops and conferences regularly for teachers to train them on how to properly use the e-learning facilities.

How to Revamp Education to Meet the Needs and Challenges of E-Learning

E-learning is one of the most efficient tools for advancing knowledge, skills and development in any nation. To revamp the education sector is to give more priority to see that the citizens are well educated, everybody will know his/her right and there will be rapid development. There is a great deal of work to be done in order to revamp the education sector to meet the needs and challenges of e-learning (Olutola & Olatoye, 2015 and Dibbari, 2021).

Quality and affordable education should be made available:

The first step towards reviving the education lies in the hands of the government. Necessary steps need to be taken in order to restructure and save the sector. The government at all levels needs to commit to the delivering of a competitive quality and affordable education across the country. Also, the right investments need to be done in order to get the desired results.

Increase funding to education sector: Adequate funding with good management will provide high-quality education in Nigeria. Funds for renovation of schools and institution, acquiring quality training facilities, research grants, decent teachers' salaries and welfare, among others are the things that need to be increased, released and spent appropriately.

Training of teachers/lecturers: Proper training of teachers with current materials and information and communication technology gadgets (ICT) also will improve the condition of education in Nigeria. Necessary vetting measures should be taken to make sure that only qualified teachers/lecturers are employed. One of the basic principles that should guide education is that teachers/lecturers should be experts in the use of modern facilities.

Establishment of ICT centers at all levels of learning: The federal government should take it upon themselves to build ICT centers in both primary, secondary and tertiary institutions. This will enable learning to be effective.

Motivation: *This is very essential* for the improvement of the use of e-learning processes in Nigerian institutions. Motivation is a process that encourages people to push forward, work harder or do better. It is what drives someone to do something. Motivation needs to take place in Nigerian institutions that want to inculcate e-learning, as the lecturers and students who are so used to the traditional method of teaching and learning would not readily accept the idea of e-learning.

Partnership (Local and Abroad): This is also another essential necessity for the revamping of e-learning in Nigerian institutions in order to meet the needs and challenges of e-learning. For e-learning processes to be revamped, Nigerian institutions must partner with organizations, especially technological based organizations, to provide e-learning facilities and much more. This would also attract global attention to the universities as they would be recognised as a digital force in the educational sector in Nigeria.

Furthermore, in revamping education to meet the needs and challenges of e-learning the following should also be put in place.

- The federal ministry of Education should provide and continually review standards and guidelines for ICT in education in line with national goals and global trends.
- Curriculum in Nigeria schools should be modified to integrate the use of ICT. Changes in education and hence ensure that new frontiers of knowledge are exposed and brought into the curriculum.
- There is need to increase the power supply for the country through power holding company of Nigeria. Government should

provide alternative sources of power like solar or inverter to compliment the power supply.

- There is a compelling need for training and retraining of teachers in the effective use of e-learning.
- There is need for sustained investment and commitment to research and development in ICT which can be achieved through (a) Providing adequate fund and encouraging Research and Development initiative to reveal new as well as improve existing ICT engendered pedagogies. (b) Supporting, promoting and encouraging ICT research and development.
- ICT should be taken as compulsory course in all teacher training institutions since it improves the quality of classroom teaching.
- effort should be made to see that it is fully operational.

Conclusion

Every institution in Nigeria has the goal to provide quality educational services for their students to produce students who will contribute positively to the growth and development of the nation and also compete with their peers abroad. The world is fast becoming digital as technology is being inculcated in almost every area of life. Thus, it is necessary for institutions in Nigeria to meet up with the global trend of technology by adopting e-learning processes for teaching and learning. This paper has shown the importance of e-learning in Nigerian institutions. It discussed the education, e-learning, objectives and its advantages and disadvantages. It also looked at how e-learning in institution in Nigeria can be revamped to cater for its needs and challenges. The needs and challenges of e-learning were also discussed in the paper to include the lack of internet and ICT facilities, Poor training and motivation of staff, computer illiteracy amongst others.

Suggestions

1. Institutions should inculcate e-learning processes and discard the old method of teaching and learning as the world is becoming digital.
2. There should be a provision of adequate funds by the federal government and other educational agencies such as TET Fund, to cater for ICT and e-learning facilities.
3. The universities should ensure the provision of adequate power supply to power the ICT and e-learning facilities.
4. Internet access should be provided for all members of the university.
5. Universities should partner with technological organizations for the provision of the necessary and required ICT and e-learning facilities.
6. There should be training of both staff and students in the proper use of ICT and e-learning facilities.
7. Seminars, conferences, and workshops should be held to train lecturers to inculcate the e-learning processes and materials into the university curriculum.
8. Motivation should be given to both lecturers and students so as to encourage them to indulge more in the e-learning processes.

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VERITABLE ELEMENTS FOR INNOVATIVE LEADERSHIP AMONG BUSINESS EDUCATION GRADUATES IN A RECESSIVE ECONOMY.

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ABSTRACT

This paper explores the essential element that contributes to innovative leadership among business education graduates in a recessive economy. As the economic situation is becoming hard for everyone, the need for business education graduates to think outside the box has become necessary. This study identifies key elements, and skills necessary for fostering innovative leadership, supported by current literature, by examining the intersections between economic adversity, career adaptability, and skill acquisition. This paper also identifies critical competencies such as resilience, continuous learning, and technological proficiency that enable graduates to thrive despite economic challenges. Findings reveal that graduates who prioritize adaptive learning, embrace digital transformation, and exhibit emotional intelligence are better positioned to mitigate the adverse effects of economic downturns. Additionally, this research highlights the importance of fostering a growth mindset and proactive career strategies within business education curricula to prepare future leaders. The study concludes that business education graduates should develop a robust set of innovative leadership skills to succeed in a recessive economy, by focusing on resilience, adaptability, and continuous learning, they can enhance their career prospects and emerge as effective leaders. The researcher recommends that Educational institutions should incorporate courses and modules that emphasize resilience, adaptability, and technological proficiency into their business education programs, Business education programs should instill a culture of lifelong learning among graduates, encouraging them to pursue continuous professional development through online courses.

Keyword: Veritable Element, Innovation, Leadership, Business, Education, Recessive Economy.

Introduction

We live in a society that thrives and booms by economic activities. These economic activities have become the source of income and livelihood for many families. There is no gain saying that no society grows without a viable economy. Business Education Graduates are among the agents that boost and drive the economy to grow. They are trained in various skills acquisition and trade. Their input and active economic participation are key in nation-building. Any economy that is in a recession or on the verge of recession needs economic experts and agents who will bring expertise to salvage it.

As the economy changes globally, the ability to lead innovatively is paramount, particularly for business education graduates entering a recessive market. Innovative leadership not only drives organizational success but also enhances resilience among teams and institutions. In the landscape of the global economy today, business environments are increasingly characterized by uncertainty and recessive pressures, creating significant challenges for recent graduates entering the workforce as observed by most scholars of business educators. Business education graduates face a complex blend of high expectations and limited opportunities, demanding that they possess more than just technical knowledge as enough is expected from them as they face a recessive economy. The economic recessions experienced in recent years have underscored the need for graduates to cultivate innovative leadership qualities that allow them to adapt, pivot, and provide value even amidst financial constraints (Smith & Doe, 2023).

Being innovative is the practical application of a new idea leading to the creation or improvement of goods, services, processes, and business models resulting in increased value or competitive advantage. An innovative person thinks outside the box.