



Assessment of E-Learning Facilities ... Ottan, J. O. (2025)

Assessment of E-Learning Facilities for Teacher Education Programmes among Colleges of Education in Kwara State, Nigeria

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Abstract

The quality of teachers produced in colleges of education has direct impact on achieving the goals of education in all level. This study, therefore, examined the management of e-learning instructional facilities for goal achievement of teacher education among the colleges of education in Kwara State. This study is a descriptive survey and guided with four objectives. Four research questions were raised and one null hypothesis was generated and tested at 0.05 significance level. 271 respondents were sampled for the study. The instruments for collection of data were developed and tagged 'MEIQ' and 'GAQ'. 0.73 and 0.72 were obtained as reliability scores. The findings were that: available e-learning instructional facilities in the study area were below average in provision and maintenance with mean score of 1.32 and 1.22; stakeholders' involvement in maintaining facilities is low with 1.21 mean score; goal achievement of the colleges of education in the study area is on average with the mean score 2.78; and relationship exist between inclusiveness in managing e-learning instructional facilities and goal achievement of teacher education ($r= 0-.64$; $p\text{-value } 0.01 < 0.05 \text{ sig}$). Hence, the study concludes that joint management among the stakeholders of e-learning instructional facilities in terms of provision and maintenance is imperative for achieving the set goals of teacher education. It is therefore recommended among others that management of colleges of education should incorporate students and host communities for managing available facilities.

Key words: Managing e-learning instruction facilities, stakeholders and goal achievement

Introduction

Colleges of education in Nigeria are one of the teacher training institutions. The colleges are to prepare and equip teachers with skills and other potentials for curriculum interpretation and instructional delivery at pre-basic, basic and upper basic level of education in Nigeria as contained in the National Policy of Education 2013 revised edition. The fact that no country can raise above the quality of her educational programmes as to do with the quality of instructional interpreters and implementers who are the teachers. The emphasis on quality education aims to transform and equip society's resources, ultimately serving as an instrument par excellence for national development (FRN, 2013). Building upon this notion, it can be argued that functional teacher education prioritizes the improvement of personal skills, capacity building, overcoming limitations, and expanding opportunities for individuals, all of which contribute to sustainable development of a nation.

Education provided at tertiary institutions like Colleges of Education is instrumental in developing a highly skilled and competent workforce. According to Doki, Idoko and Kajo (2024), Colleges of Education in Nigeria focus on equipping individuals with the necessary knowledge, skills, and competencies to become professional teachers and educators in various educational settings. It occupies the third cadre in the ladder of tertiary educational provided in Nigeria. As important citadel of learning, they play a pivotal role in producing highly qualitative, motivated, conscientious and efficient classroom teachers for the Nigerian educational system. As the higher degree awarding institutions, Colleges of Education under its regulatory body, the National Commission for Colleges of Education (NCCE) awards Nigeria Certificate in Education (NCE) which offer a range of academic programmes and courses in education-related fields, including Early Childhood Education, Primary Education, Secondary Education, Special Education, Technical Education, Science Education, and other conventional courses in business, social sciences and humanities. These programmes, typically, include both theoretical and practical components, incorporating classroom instruction, teaching practice, and supervised field experiences in order to meet the needs and interest of various individuals for sustainability of the nation. The primary and basic objective of Colleges of Education is to produce competent and well-trained teachers who can effectively facilitate learning, promote educational development, and contribute to the improvement of the Nigerian education system (NCCE, 2020). Meanwhile, curriculum of Colleges of Education dives deep into teaching methods, subject expertise, educational psychology, classroom management and assessment techniques. For the standardization of the programmes, NCCE sets the standards, guidelines, and accreditation processes to ensure top-notch teacher education. As good as programmes set for Colleges of Education in Nigeria, provision and utilization of facilities for operation if lacking, the



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objective could a miracle. Considering the level of education where the graduates of Colleges of Education are to operate or work (the basic levels of education), once the teachers are not trained on the use of instructional resources (most especially, e-learning instructional resources) among other facilities, there would be structural defects on the learning acquisition of children at those levels of education. Akim (2022) opined that foundation level of education known as basic level must be handled with care by those who are having the potentials and those who are professional. It is not an assumption but a believe that a graduate of a college of education possess skills for instructional delivery and has capacity for using instruction facility to ease the learning process of the children in all levels of basic education in Nigeria. But a situation where the facilities are not provided or even the available ones are not used, teachers would struggle with friction against reality.

However, the 21st century has graduated virtually all aspect of human life from traditional approach to a modern approach. Technology and its tools have touched every circle and aspect of fields and teaching and learning process inclusive. Through technology and its products, learning is made easy, accessible and achievable (Ottan and Ahmed, 2023). The Nigerian government sees education as driving force to advance the national's economy and to achieve this, the programme of education should be dynamic to accommodate changes in human and national development. The use of e-learning facilities as a component part of the globalizing education sector therefore becomes imperative in all aspect of education. Technology has revolutionized the happenings in all level of education in different ways. The Federal Government of Nigeria took 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.

E-learning is increasingly utilized in higher education, including teacher education. Studies in Kwara State, Nigeria, have explored the availability and use of e-learning facilities (Ottan and Faruk, 2022). The investigations highlight the importance of e-learning for effective teaching and learning within tertiary institutions. Researches emphasize the significance of e-learning facilities in achieving educational goals. An inclusive management culture is crucial for successful e-learning implementation, ensuring equitable access and effective utilization of resources for all stakeholders. This approach would facilitate the achievement of teacher education goals. Oluwalola and Awodiji (2019) were of the opinion that there is no doubt that e-learning facilities provide productive teaching and learning experiences aimed at increasing students' intellectual capability in management and business courses in tertiary institutions. according to Ojeaga and Igbiniedion, (2012), e-learning involve the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others. (It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and more). E-learning accelerate, enrich and deepen basic skills in reading, writing and can motivate students to learn as they become more independent and responsible for their learning. Hence, e-learning facilities are the tools and resources that enable online learning. These can include hardware like computers, printers, and interactive boards, as well as software like learning management systems (LMS) and educational apps. E-learning leverages the internet and other communication technologies to deliver educational contents and facilitate learning. The value of e-learning facilities in teacher education curriculum is recognized by the Nigerian National Policy on Education where it stated that, "the government shall provide facilities and necessary infrastructures for the promotion of ICT and e-learning" (FRN, 2013). Availability and utilization of e-learning facilities depicts the presence and accessibility of electronic devices that are applied in teaching and learning. These devices when applied offers powerful learning environment and can transform the teaching/learning process in a manner that students can manipulate them for active participation, even in a self-directed way.

Despite the importance of e-learning facilities in Colleges of Education, the management culture of the facilities in area of provision and maintenance needs to be addressed. A careful look at what are obtainable in the practices and governance of management of Colleges of Education in Kwara State, Nigeria, the use of ICT and its compliance is often used administrative functions and services. Ottan and Ahmed (2023) observed that payment of school fees, course registration, students and staff profile, institutional communication process and feedback in Colleges of Education in Kwara State,

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Nigeria are often done using ICT (e-process) but the is not the same in the area of teaching and learning. It is important to note that the graduates of Colleges of Education are to be teachers of children who are indirectly and directly engaged in used of virtual services from their respectful homes. The expectation of these children is to have a programme of education that will add values to their home training. Teachers are expected to be ahead of the learners in the area of learning and the use of learning facilities. Although, it is not a taboo for teachers to learn from students but a teacher should demonstrate an advancement in knowledge and skills to command respect. Instructional facilities should be prioritized in term of provision and maintenance in teacher training institute. The concerned educational stakeholders in Colleges of Education need to proactive and bears collective responsibility in making the teaching and learning condition in Colleges of Education withstand the global demands. The benefits of education are for all and education is therefore responsibility of all. The stakeholders should work independently and collective to bridge the gap on how technology is used for administration services and teaching and learning services.

Inclusiveness is a concept of getting everyone involved to address common challenges. Educative is an expensive social venture (Ottan, 2019) but cannot be avoided. This why Section 10, sub-section 153 and 154 of the National Policy on Education (2013) stated that “education is a capital-intensive social service, which requires adequate financial provisions from all tiers of government for successful implementation of its programme. Government’s ultimate goal is to make education free at all levels in addition to assistance from international and local development partners, grants for research and other donor agencies.” And, “the financing of education is a joint responsibility of the Federal, State and Local Governments and the private sectors. In this connection, government welcomes and encourages the participation of local communities, individuals and organizations.” Management of e-learning facilities has to do with the mobilization, provision, distribution and utilization process and procedure in an educational institution. Learning facilities play significant roles in achieving the learning objectives. The beginning of the success of goal achievement of an institution like a College of Education starts from the successes recorded in the classrooms. Classroom discussion aided with instructional facilities makes teaching and learning more interesting and engaging. Thus, regardless of the nature of the classroom (virtual and non-virtual) learning facilities determine the level of learning achievement. It against this, the study set to examine managing e-learning instructional facilities for goal achievement of teacher education among the Colleges of Education in Kwara State: The need for inclusive management culture.

Objective of the Study

The focus of this study is to assess e-learning facilities for teacher education programmes among the colleges of education in Kwara State, Nigeria. Other specific objectives were:

- i. To determine the level of the provision of e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria
- ii. To examine how often the available e-learning instructional facilities are maintained in Colleges of Education in Kwara State, Nigeria
- iii. To describe the stakeholders’ involvement in managing e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria; and
- iv. To account for the level of goal achievement in Colleges of Education in Kwara State, Nigeria.

Research Questions

The following research questions were raised to guide this study.

- i. What is the level of provision of e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria?
- ii. How often are the available e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria maintained?
- iii. What is the level of stakeholders’ involvement in managing e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria?
- iv. What is the level of goal achievement of in Colleges of Education in Kwara State, Nigeria?

Research Hypothesis

This research study is guided by one hypothesis tested at 0.05 level of significance.



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HO: There is significance relationship between inclusiveness in managing e-learning instructional resources and goal achievement of teacher education in Colleges of Education in Kwara State, Nigeria.

Methodology

This study focuses managing e-learning instructional resources and goal achievement of teacher education in Colleges of Education in Kwara State: the need for inclusive management culture. Emphasis is laid on provision and maintenance e-learning instructional facilities for achieving the goals of teacher education in Colleges of Education in Kwara State, Nigeria. The study is a descriptive study and limited to the selected instructors or lecturers in the chosen Colleges of Education. The use of research instrument is research designed structured questionnaire and both descriptive and inferential statistic were used to analysed the data obtained from the respondents. In this study, the research design adopted is a descriptive survey and it is correlational in nature. This design is considered appropriate for the study because it gives no room for manipulation but rather give true picture of the variables under the research consideration. The variable in the study is the managing of e-learning instructional facilities provision and maintenance and its relation to the goal achievement of teacher education in Colleges of Education in Kwara State, Nigeria.

The population of the study consist of all the Colleges of Education in Kwara State. And, as at the time of conducting this research study there is one Federal owned College of Education (Nigerian Army School of Education, NASE), Three State owned Colleges of Education (Kwara State College of Education Ilorin, Kwara State College of Education, Oro and Kwara State College of Education Technical, Lafiagi) and 12 private owned Colleges of Education (College of Education Ilemona, Muhyideen College of Education, Ilorin, Moje College of Education Erin-Ile, Life-gate College of Education, Asa, Imam Hamzat College of Education, Ilorin, ECWA College of Education, Igbaja, Nana Aisha College of Education, Ilorin, Adesina College of Education, Share, Pan African College of Education, Ikom, Ajetumobi College of Education, Ira, Grand-Plus College of Education, Ilorin and His Grace College of Education, Ilorin) in all the three senatorial districts of Kwara State, Nigeria. Purposive sampling techniques was used to select all the public owned Colleges of Education and both stratified and systematic sampling techniques were used chose one College of Education in each senatorial districts in Kwara State. These processes made seven Colleges of Education available for the study. Hence, the chosen Colleges of Education are presented in Table 1 of this study.

Table 1: Location of the Chosen Colleges of Education for the Study

S/No	Name of the College of Education	Ownership	Location
1	Nigerian Army School of Education, NASE	Federal	Ilorin, Kwara Central
2	Kwara State College of Education Ilorin,	State	Ilorin, Kwara Central
3	Kwara State College of Education, Oro	State	Oro, Kwara South
4	Kwara State College of Education Technical, Lafiagi	State	Lafiagi, Kwara North
5	Imam Hamzat College of Education, Ilorin	Private	Ilorin, Kwara Central
6	Adesina College of Education, Share	Private	Share, Kwara North
7	Ajetumobi College of Education, Ira	Private	Ira, Kwara South

Source: Field report, 2024

In the selected schools, lecturers are the target population for the study. This is because they are the one to interpret and implement NCCE curriculum in the classrooms or lecture rooms as the case may be. In all the chosen schools there were estimate of 724 academic staff. Proportional sampling techniques was used to select 271 respondents. This decision is guided by Krejcie and Morgan (1970) table for determining sample size for a finite population. Instrument used for data collection were Managing E-learning Instructional Questionnaire (MEIQ) and Goal Achievement Questionnaire (GAQ). The two instruments were validated and tested for reliability at interval of four weeks. The reliability scores were 0.73 and 0.72 for MEIQ and GAQ respectively. Meanwhile, percentage and mean score were the descriptive statistics used to analyse the research questions and inferential statistic of Pearson product moment correlation coefficient is used to test the research hypothesis generated for the study.

Table 2: Decision Making for Descriptive Analysis

Mean Scores	Decision
3.00 - 4.00	Very Good
2.00 – 2.99	Fair

Presentation of Results

This study is guided by four research questions and hypothesis. Descriptive and inferential statistics were used to analyse the data obtained from the field.

Research Question One: What is the level of provision of e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria?

Table 3: Descriptive Analysis of Provision of E-learning Instructional Facilities for Goal Achievement in Colleges of Education

Statements	Number and Percentage (%) of Strongly Agree	Number and Percentage (%) of Agree	Number and Percentage (%) of Disagree	Number and Percentage (%) of Strongly Disagree	Total and Percentage (%)
Provision of e-learning instructional resources facilities are considered as priority by the management for instructional delivery.	82 (30)	45 (17)	92 (34)	52 (19)	271 (100)
E-learning platforms are readily accessible to lecturers and students for teaching and learning.	46 (17)	66 (24)	111 (41)	48 (18)	271 (100)
As a lecturer, the available e-learning instructional facilities effectively support course learning objectives.	105 (39)	81 (30)	33 (12)	52 (19)	271 (100)
Technical supports for e-learning instructional facilities are readily available and responsive to achieve educational goals.	156 (58)	81 (30)	28 (10)	6 (2)	271 (100)

Composite Mean: 1.32

Source: Field report, 2024

The analysis presented in Table 3 shows the respondents opinion on the provision of e-learning instructional facilities for goal achievement in Colleges of Education in Kwara State, Nigeria. As shown in the Table, the 34% of the respondents disagree that provision of e-learning instructional facilities is not considered as priority in the Colleges of Education; although 41% among the respondents agreed that the available e-learning resources were not accessible for instructional delivery. This shows that conventional or traditional means of teaching and learning are still in vogue despite the wide trend of technology in all aspect of education. Meanwhile, 39% among the respondents strongly agreed that e-learning instructional facilities effectively support learning objectives. This is in recognition of the un-estimated value of e-learning facilities in teaching and learning in the modern days. Moreso, the available e-learning facilities were provided with the supportive services for effective use as 58% among the respondents strongly agree on the statement. The composite mean score (1.32) reveals that the provision of e-learning instructional facilities in the Colleges of Education was below average.

Research Question Two: How often are the available e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria maintained?

Table 4: Descriptive Analysis of the Maintenance of E-learning Instructional Facilities for Goal Achievement in Colleges of Education

Statements	Number and Percentage (%) of	Number and Percentage (%) of Agree	Number and Percentage	Number and Percentage (%)	Total and Percentage (%)
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	Strongly Agree		(%) Disagree	of of Strongly Disagree	
Regular maintenance schedules are implemented for e-learning hardware (e.g., computers, projectors).	116 (43)	81 (30)	44 (16)	30 (11)	271 (100)
Software updates and technical support are readily available for e-learning platforms.	82 (30)	55 (20)	105 (39)	29 (11)	271 (100)
The physical environment of e-learning spaces (e.g., lighting, acoustics) is well-maintained.	33 (12)	45 (17)	79 (29)	114 (42)	271 (100)
Training is provided to both instructors and students on the proper use and care of e-learning facilities to ensure quality education.	88 (32)	72 (27)	66 (24)	45 (17)	271 (100)

Composite Mean Score: 1.22

Source: Field report, 2024

Table 4 presented the opinion of the respondents on the maintenance of e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria. It was strongly agreed by the 43% among the respondents that regular maintenance is carried out on e-learning hard wares, while 39% disagreed that the soft wares were not updated. Also, 42% respondents that the physical environment of the e-learning instructional facilities is not properly maintained but 32% among the respondents strongly agreed that training is provided for but lecturers and students for use of e-learning instructional facilities in the sampled schools. Meanwhile, the composite mean score was 1.22 and it rated below average. It mean that the maintenance of e-learning instructional facilities among the Colleges of Education in Kwara State, Nigeria is below average.

Research Question Three: What is the level of stakeholders' involvement in managing e-learning instructional facilities in Colleges of Education in Kwara State, Nigeria?

Table 5: Descriptive Analysis of the Stakeholders Involvement in Managing E-learning Instructional Facilities for Goal Achievement in Colleges of Education

Statements	Number and Percentage (%) of Strongly Agree	Number and Percentage (%) of Agree	Number and Percentage (%) of Disagree	Number and Percentage (%) of Strongly Disagree	Total and Percentage (%)
Stakeholders are adequately consulted regarding the acquisition of e-learning instructional facilities.	27 (10)	33 (12)	147 (54)	64 (24)	271 (100)
Stakeholders actively participate in the planning and implementation of e-learning initiatives.	16 (6)	22 (8)	166 (61)	67 (25)	271 (100)
Stakeholder feedback is regularly sought and incorporated to improve e-learning facility utilization.	43 (16)	22 (8)	152 (56)	54 (20)	271 (100)

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Stakeholders are provided with sufficient training and support to effectively use e-learning resources to achieve educational goals.	00 (0)	17 (6)	178 (66)	76 (28)	271 (100)
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Composite Mean Score: 1.21

Source: Field report, 2024

The level of stakeholders' involvement in managing e-learning instructional facilities in Colleges of Education is presented in Table 5. As indicated in the Table, 54% among respondents disagreed that stakeholders not adequately consulted regarding the acquisition of e-learning instructional facilities. Moreso, 61% of the respondents shown that stakeholders are not participating in planning and implementation of e-learning initiatives. The stakeholders are not incorporated and feedback on utilization of e-learning instructional facilities. This is acknowledged with 56% of the respondents disagreed with item three in Table 4. Thus, 66% of the respondents revealed that training and support are not provided for stakeholders on effective use of e-learning instructional facilities.

Research Question Four: What is the level of goal achievement of in Colleges of Education in Kwara State, Nigeria?

Table 6: Descriptive Analysis of the Level of Goal Achievement in Colleges of Education

Statements	Number and Percentage (%) of Strongly Agree	Number and Percentage (%) of Agree	Number and Percentage (%) of Disagree	Number and Percentage (%) of Strongly Disagree	Total and Percentage (%)
Students consistently meet the deadlines for my assignments given by the lecturers through the use of e-learning instructional facilities.	73 (27)	106 (39)	64 (24)	28 (10)	271 (100)
lecturers feel a sense of accomplishment when completing a challenging task at the stipulated time.	111(41)	88 (32)	54 (20)	18 (7)	271 (100)
The use of e-learning facilities actively enhances feedback to improve learning performances.	102 (38)	74 (27)	39 (14)	56 (21)	271 (100)
Graduates of Colleges of Education apart from teaching skills possess human relations and industrial skills for national development.	70 (26)	106 (39)	82 (30)	13 (5)	271 (100)

Composite Mean: 2.78

Source: Field report, 2024

The opinion of the respondents on the goal achievement of Colleges of Education in the study area is presented Table 6. The composite mean score is 2.78 and rated fair. This implies that the performances of education is still striving for standard, and one of the reasons for not accelerating or advancing the development for goal achievement has to do with issues relating to provision and maintenance of e-learning instructional facilities.

Testing of Hypothesis

Ho: There is significance relationship between inclusiveness in managing e-learning instructional resources and goal achievement of teacher education in Colleges of Education in Kwara State, Nigeria

Table 7: Correlation Analysis between Inclusiveness in Managing E-learning Instructional Facilities and Goal Achievement in Colleges of Education in Kwara State

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Variables	No of Cases	Mean Score	Standard Deviation	Degree of Freedom	Calculated r-value	p-value	Decision
Inclusiveness in managing e-learning instructional facilities	271	47.62	17.45	269	0.64	0.01	Rejected
Goal Achievement	271	38.34	13.42				

Tested @ 0.05 level of significance

Source: Field report

The test of correlation between inclusiveness in managing e-learning instructional facilities and goal achievement in Colleges of Education in Kwara State is presented in Table 7. The calculated r-value is 0.64 and the p-value is 0.01 which less than 0.05 level of significance set for managing the error ($r=0.64$; $p\text{-value } 0.01 < 0.05 \text{ sig}$). Hence, the null hypothesis stated that there is no significance relationship between inclusiveness in managing e-learning instructional facilities and goal achievement in the study area is rejected. This implies that positive significance relationship exists between the two variables as observed in the study. By implication, inclusiveness in the provision and maintenance of e-learning instructional facilities would enhance goal achievement of Colleges of Education.

Discussion of Findings

The study focuses managing e-learning instructional facilities in relation to goal achievement of teacher education in Colleges of Education in Kwara State. The study attempts to describe un-estimated value of e-learning instructional facilities among other facilities in Colleges of Education for achieving the set goals. Table 3 and 4 shown that provision and maintenance of e-learning instructional facilities are poor with mean score of 1.32 and 1.22 respectively. E-learning offers flexibility, allowing for personalized and interactive learning experiences. It also facilitates scalability and integrates multimedia elements. Automated assessments and tracking capabilities are additional benefits. Furthermore, it can lead to cost reductions and career development opportunities. Essentially, e-learning transforms how instruction is delivered and received, adapting to various learning styles and schedules. It has evolved from basic material delivery to a dynamic, engaging educational approach (Ojeaga and Igbinedo, 2012). Colleges of Education aim to equip teachers with a strong intellectual and professional foundation, enabling them to adapt to evolving situations and remain dedicated to the teaching profession. To achieve teacher education goals in Kwara State's Colleges of Education, effective management of e-learning instructional facilities is crucial, necessitating a shift towards inclusive management cultures. This involves ensuring equitable access to technology, adapting to the needs of diverse learners, and empowering all stakeholders to contribute to the learning process, ultimately improving the quality of teacher training (Kulipe, 2024).

Table 5 showed the level of involvement of stakeholders in managing e-learning instructional facilities in the study area. The composite mean was 1.21 and this is rated poor. This shows that stakeholders play little or no roles in the provision of e-learning instructional facilities in the Colleges of Education in the study area. Inclusiveness in e-learning instructional facilities is important for several reasons. It ensures equity and a sense of belonging for all learners. Inclusive instructional design allows all students to have the same educational opportunities. Parental and other stakeholders' participation is critical to the success of learning environments Ottan and Faruk (2022). Additionally, an inclusive environment can offer the same level of education to all students. This approach considers diverse learning needs and backgrounds, fostering a more equitable and effective learning experience. Meanwhile, significance relationship is found between inclusiveness in managing e-learning instructional facilities and goal achievement in teacher education in Colleges of Education in Kwara State ($r=0.64$; $p\text{-value } 0.01 < 0.05 \text{ sig}$). The result is in support of Awodiji and Oluwalola (2019) that e-learning facilities provide productive teaching and learning experiences aimed at increasing students' intellectual capability in management and business courses in tertiary institutions.

Conclusion

The Federal Government of Nigeria establishes Colleges of Education with the intention to provide educational institutions where teachers shall be professionally trained, whose programmes shall be structured to equip teachers for effective performance of their duties. In this regard, the goals are to strive to achieve several key objectives, including: nurturing highly motivated and effective teachers for all educational levels; fostering a spirit of inquiry and creativity within educators; and promoting their integration into the social fabric of the community and society as a whole. An inclusive

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culture would ensure that all students, parents, host communities and other stakeholders combine efforts in providing access to technology and digital resources, regardless of their background or circumstances. E-learning can be adapted to cater to various learning styles and abilities, making education more accessible and engaging for all students. Involving only teachers, students, and administrators in the decision-making process related to the provision of e-learning would reduce the chances collective responsibility. Parents, host communities and corporate organization if well incorporated in the provision and maintenance of e-learning instructional resources would fosters ownership and ensures that the system is responsive to their needs.

Recommendations

Based on the findings of this study the following recommendations were made.

1. The benefit of education is for all and its responsibility is for all. Government should therefore legislate a policy compelling the authorities of Colleges of Education in ensuring that all stakeholders are brought to table to jointly decide on the provision and maintenance of e-learning instructional facilities.
2. The National Commission for Colleges of Education being the regulatory body managing the standard of the Colleges of Education in Nigeria should develop a monitoring mechanism to ensure inclusiveness of all stakeholders in the provision and maintenance of e-learning instructional facilities.
3. During the accreditation for approving the standard of a College of Education, NCCE should ensure that evidence of inclusiveness for the provision and maintenance of e-learning instructional facilities is part of the yardsticks for granting approval.
4. The management team of Colleges of Education should at regular interval of time organize workshop on the usage of e-learning instructional facilities for both learning instructors and students.
5. Management of Colleges of Education should incorporate students and host communities for managing available facilities.

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