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Article



Lecturers' Perception on Administration of Online Teaching in Nigerian Private Universities amidst Covid-19 Lockdown: A Qualitative Evidence from Al-Hikmah University

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Abstract

In 2020, the novel COVID-19 epidemic was, without a doubt, the top issue for all nations. All higher education institutions in Nigeria were forced to close due to a sharp increase in virus infections, which allowed a select few private universities to transition to online instruction to maintain an uninterrupted academic schedule. The first private university in Nigeria to use online instruction was Al-Hikmah University. Using Al-Hikmah University as a case study, this study examined administrative tactics of online teaching in Nigerian private universities. For this study, a qualitative research design was used. All the university's professors make up the population. Six participants from five faculties were chosen using stratified, purposive, and convenience procedures. The participants were asked to provide pertinent information using a tool called "Interview Protocol on Administration of Online Teaching (IPAOTS)." Thematic analysis was used to transcribe and examine the data that was gathered.

Zoom, WhatsApp, and Telegram were found to be used by lecturers to teach students. Planning, coordinating, supervising, directing, and evaluating are some administrative techniques utilized in online teaching. Findings also point to difficulties with online instruction. They include a lousy network, insufficient data, unruly students, and power outages. Based on the study's findings, it was advised that efficient online teaching in universities requires ongoing training for lecturers, adequate data subscription, correct planning, and sound e-learning policy.

Keywords

Covid-19 Pandemic, Lockdown, Online Teaching, Qualitative Approach

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Introduction

The World Health Organization (WHO) has declared the disease a global public health emergency that threatens social coexistence, the global economy, and sustainability in response to the sudden outbreak of an acute respiratory illness caused by the Coronavirus Sars-Cov-2 in Wuhan, Hube province in China in December 2019. This is due to its evident effects on all facets of human activity, which created a challenging moment for the international community throughout the first quarter of 2020 (Kagoya, 2020; Rinekso & Muslim, 2020; Yusuf & Mustapha, 2020). Some governments also used COVID-19 awareness and sensitization campaigns as media. Numerous additional individuals continued to contract the disease despite these efforts. According to Iyiomu (2020), Ocampo (2021), Rehman (2021), and Toquero (2021), coronavirus has killed more than 500 thousand people in the year 2020.

In a concerted attempt to combat the epidemic, many nations worldwide made a significant response. To curb the spread of the coronavirus, which is a significant health issue, cooperation and preventative measures are needed. Nations (such as the UK, USA, Canada, Australia, etc.) have implemented measures like proclaiming a state of emergency, enhancing medical services, reducing mass gatherings, closing borders, recreation centers, schools, libraries, businesses, religious, and sporting events, as well as enforcing strict city surveillance, placing individual quarantines, and constructing massive isolation centers (La Velle, Newman, Montgomery & Hyatt, 2020). For instance, universities in the UK switched their teaching and learning delivery from a totally face-to-face model to a fully online format in March 2020 in compliance with the original UK Covid-19 deadline. In late September 2020, a blended learning strategy was implemented, with some teaching sessions occurring on campus and others online (Ma et al., 2022).

On March 23, 2020, the Federal Government of Nigeria announced the immediate suspension of all educational activity through the Minister of Education. Schools (including elementary, secondary, and tertiary institutions) across the nation have suspended all academic activities, including conferences, seminars, and other learning opportunities, to promote the stay-at-home principle, which is the only surefire method of staying safe until a vaccine or treatment for the illness is developed. Following the government's notice of school closure, this move compelled more than 46 million students across all levels of education to leave their institutions (Yusuf, Rasaq, Mustapha & Olaide 2021). In contrast to the other impacted nations, Nigeria's school closures were not accompanied by a backup plan to deal with the disruptions to pupils' ability to learn. Although the unexpected closure of schools creates unwelcome and unusual issues and challenges, these actions also succeeded in drawing attention to the shortcomings of the nation's general education system (Oyeniran et al., 2020).

Much of the Nigerian educational system is focused on traditional classroom instruction, which mandates that pupils attend school and lessons each day. The primary methods of delivering education are still the face-to-face, traditional methods where teachers use textbooks, chalkboards, or whiteboards as teaching aids. In times of crisis, such as the coronavirus pandemic, when students were required to stay home for their safety, these do not sufficiently guarantee continuing learning. The prolonged closing of schools across the nation had a significant negative social and economic impact on children, particularly those from underprivileged backgrounds. The only way to handle this significant problem was through online education (Maqableh & Alia, 2021; Prince, 2021; Sadiki & Steyn, 2020). Obododike and Okekeokosisi (2020) opined that the COVID-19 pandemic forced the closure of schools for more than six

months, and the inability of schools to provide students with educational opportunities while they were at home also exposed how poorly the country's education system was functioning and led to the realization that distance learning was not offered online. The COVID-19 incident had an adverse effect on the stability of the academic calendar, resulted in teacher turnover, raised the dropout rate for students, and decreased interest in digital learning.

According to Yusuf and Mustapha (2020), the growth of online educational programs can open educational opportunities for people who may have previously encountered insurmountable obstacles. The design of online courses is just as varied as that of conventional classrooms. A challenging task is creating and instructing an online course that helps students and produces beneficial learning outcomes. It may not always be a good idea to mimic the traditional classroom in an online environment. To maximize the advantages that the online environment can provide and to "minimize the challenges specific to the environment. Olayemi, Adamu, and Olayemi (2021) posit that through online learning, misunderstandings can be reduced through a very detailed syllabus, course calendar, helpful links, and course information that is chunked into digestible pieces. Courses should be well organized from the beginning, providing the students with detailed instructions and expectations. Instructors should anticipate areas of potential misunderstanding and dismiss unclear directives prior to the start of the course.

As technological applications continue to change and as online programs continue to increase and transform higher education institutions, administrators need to equip and train faculty members continuously. This will enable faculty to increase competency in the newest technological adaptations. The continuous growth of student enrolment in online courses is an essential factor involving higher education institutions (Nwankwo, Achufusi-Aka & Eke, 2022; Ochavillo, 2020).

Al-Hikmah University was the first private university in Nigeria to switch to an online teaching method in response to the government-enacted lockdown and subsequent closure of all universities in Nigeria, which had an impact on both public and private universities. This was done to continue implementing the curriculum as outlined in the university's vision and mission. To ensure uninterrupted academic activities, this was done. This study looked at Al-Hikmah University's online administration teaching administration in the context of the Nigerian Covid-19 lockdown.

Literature Review

In the literature, several studies have addressed the difficulties in implementing e-learning (e.g., Bhagat & Kim, 2020; Joshi et al., 2020); however, few studies have concentrated on the administration of online teaching using survey methods (Mseleku, 2020; Uju & Olofu, 2020; Yusuf et al., 2021). For instance, the study conducted by Hassan, Sa'id, and Mohammed (2021) found that a few challenges hamper the adoption of electronic learning initiatives because institutions and the people who make up those institutions were unprepared for the experience. In addition, people have a hard time adapting to innovations and improving established pedagogies and practices because they are accustomed to them. The study concluded that an online learning environment is related to student happiness. However, evidence reveals that both students and teachers are happy with online and traditional learning.

In their study on Nigerian students' readiness for online learning, Olayemi, Adamu, and Olayemi (2021) discovered that while there are benefits to using online learning amid the Covid-19 pandemic, there are also drawbacks, including issues with implementation, access to the internet, and cost. The study's findings indicated that introductory courses in computer hardware and other ICT facilities, effective time management in terms of scheduling learning, and evaluation of learning effectiveness through tests and quizzes are crucial for improving online learning. Additionally, a sufficient data plan can be used to encourage student's interest in using online learning tools like Schoology, Skype, etc., to enhance their education.

Roache, Rowe-Holder, and Muschette (2020) investigated the effects of online learning during the pandemic in higher education and found that there are significant difficulties with it. They include insufficient resources, a lack of staff, and pupils' careless behavior. However, the utilization of online instruction keeps students engaged during the lockdown. Considering the COVID-19 outbreak, Eli-Chukwu et al. (2022) looked at the difficulties that online learning faced in Nigerian higher education institutions. To obtain pertinent information from the respondents, the study used a survey method. It was discovered that during the pandemic, online learning was impacted by insufficient ICT infrastructure and inconsistent internet connectivity. Despite the value of online learning during lockdown, Ogunbodede and Wiche's study from 2021 discovered that students had trouble accessing e-library resources when they were learning online.

The effect of virtual learning on students' academic progress was examined by Buba, Suleiman, Adamu, and Idris (2020). According to the study's findings, students' learning preferences were substantially correlated with their online participation in networked learning and materials development, as well as their learning success and course satisfaction. This study emphasizes the critical role that learning preferences play in online participation as well as the value of social connection and individuality. According to the study, proper administration of distance learning by school administration is necessary to guarantee that students are receiving their education effectively. Adams, Randall, and Traustadóttir's (2015) comparative study demonstrates that online learners were less successful than face-to-face learners, as evidenced by the motivation, contentment, and attendance of the students. Powers, Brooks, Galazyn, and Donnelly (2016) concluded that, in addition to the earlier observation, these hybrid learners received lower grades on examinations when compared to face-to-face learners because face-to-face learners had immediate, physical help from the educator to clarify any complicated concepts, but this was not the case with online learners. In both forms of learning, course design is crucial for achieving success and ultimately affecting student satisfaction.

The study by Yusuf, Rasaq, Mustapha, and Olaide (2021) on the evaluation of private schools' management techniques during the COVID-19 lockdown shows that private schools' owners used a variety of strategies to ensure the efficient operation of their schools. Online teaching administration and communication techniques are some of the techniques used. According to the study's findings, school administration plays a crucial role in an organization. It is described as a service, a task, or a device that enables the process's core goals to be more effectively and thoroughly achieved. An entity within an entity is the school. The administrator must be familiar with the ideas, practices, and principles of school administration to manage the school effectively. This will serve as a guide for action when called upon. For online learning to be implemented successfully, online teaching and learning must be planned, coordinated, and overseen in a way that achieves organizational goals. The administration of

environmental education students in Nigerian tertiary institutions during the COVID-19 pandemic was studied by Olatunde-Aiyedun, Ogunode, and Ohiosumua (2021). This research established the importance of good management of education in achieving educational goals.

The administrative management theory put forward by Henri Fayol provides the foundation for this study. The theory is a scientific management philosophy that concentrates on the tasks performed by specific employees. The hypothesis has to do with organizational structure and management concerns. The principal proponents of administrative management theory are Henri Fayol, Luther Gulick, and Max Weber. All managers, in Fayol's opinion, carry out the fundamental duties of management. Planning, organizing, commanding, coordination, and controlling are among these duties (Adam & Suleiman, 2018; Ramakrishna, 2019). Fayol has identified ten management principles, including the division of labor, authority, discipline, unanimity of command and direction, subordination of individual interests, centralization and scalar chains, order, equity, stability of personnel, and initiative, in addition to the five fundamental management functions. These guidelines place a strong emphasis on authority distribution, order, effectiveness, equity, and stability. These elements were essential, and Max Weber agreed. Another traditional theorist, Luther Gulick, is the creator of the acronym POSDCORB, which stands for seven managerial functions. Planning, organizing, staffing, leading, coordinating, reporting, and budgeting are some of these duties. Creating a plan entail creating an outline of the tasks that must be completed and the procedures for doing them. The formal structure by which work divisions are set up and coordinated to carry out the plan is established through organizing. The task of staffing includes the selection, induction, and upkeep of personnel, as well as the maintenance of hospitable and supportive environments for the improvement of personnel professional efficacy. Making, conveying, and implementing choices are ongoing tasks of directing. All actions required to unite the organization in pursuit of a common objective are coordinated. Reporting includes tracking progress using records, investigation, and inspection. It guarantees that everything proceeds as intended. Budgeting entails all budget-related tasks, such as financial planning, accounting, and control (Ali et al., 2021; Boon, 2021).

Research Questions

1. What is the lecturers' perception of the benefits of online teaching at Al-Hikmah University?
2. What are the administrative strategies put in place for online teaching at Al-Hikmah University?
3. What are the challenges associated with the administration of online teaching at Al-Hikmah University?
4. What are the measures that can be used to improve the administration of online teaching at Al-Hikmah University?

Methodology

Research Design/Population

The study used a qualitative technique with in-depth interviews as its research strategy. The population consists of all lecturers at Al-Hikmah University who took part in an online course because of the COVID-19 lockdown that was implemented in Nigeria in 2020. Notably, the population was spread out across the university's seven faculties: the faculties of agriculture, education, health sciences, humanities and social sciences, law, management sciences, and natural and applied sciences. Participants were selected using three different sample methods: stratified, purposive, and convenience sampling. Based on their population, stratified was first used to classify lecturers depending on faculty and department level. Second, purposive sampling was used to select four faculties based on the active participation of their instructors in the university's online teaching program. Thirdly, a convenience sample procedure was employed to choose two teachers from each of the four faculties, resulting in a final participant count of six in the study.

Interview Protocol

To gather the necessary data, an interview procedure dubbed "Interview Protocol on Administration of Online Teaching (IPAOTS)" was created based on the research done by Yusuf, Akinnubi, and Mustapha (2020) and given to specialists in the fields of educational management and qualitative research for their observations and corrections to attain both face and content validity easily. The protocol was given to ensure its credibility. In the same vein, the trustworthiness of the protocol was achieved via the pilot study conducted with one lecturer who was not captured in the study. The outcome of the study yielded high trustworthiness, indicating that the contents of the interview protocol are trustworthy.

Data Collection/Analysis Methods

The participants were interviewed using a digital audio recording, a biro and pencil, a laptop, and a camera. Thirty-five minutes were spent interviewing the individuals. The interview transcript was created after the interview had been conducted with the goal of developing themes and sub-themes based on research questions that had been developed to direct the study.

Results

Data Transcription/Codification

Following the successful completion of the interview with the study's participants, the interview was transcribed using a laptop and earphones. The transcription took five days to complete, yielding a total of 20 pages of transcribed information. Additionally, data coding was carried out in accordance with the interview transcript based on the research questions posed for the study. The coding of the participants is shown in the table below for quick identification in the study:

Table 1: Code Assigned to Participants

Faculty	Code
Education	E1
Management Science	M1
Humanities and Social Sciences	H1 & H2
Health Sciences	H1
Natural and Applied Sciences	N1 & N2

Demographic Information of the Participants

Based on the transcribed data, the coding was used to construct the participant demographic data. Gender, marital status, religion, rank, education, years of experience, faculty, and department are all included in the data. The participant's demographic information is shown in the table below:

Table 2: Profile of the Participants

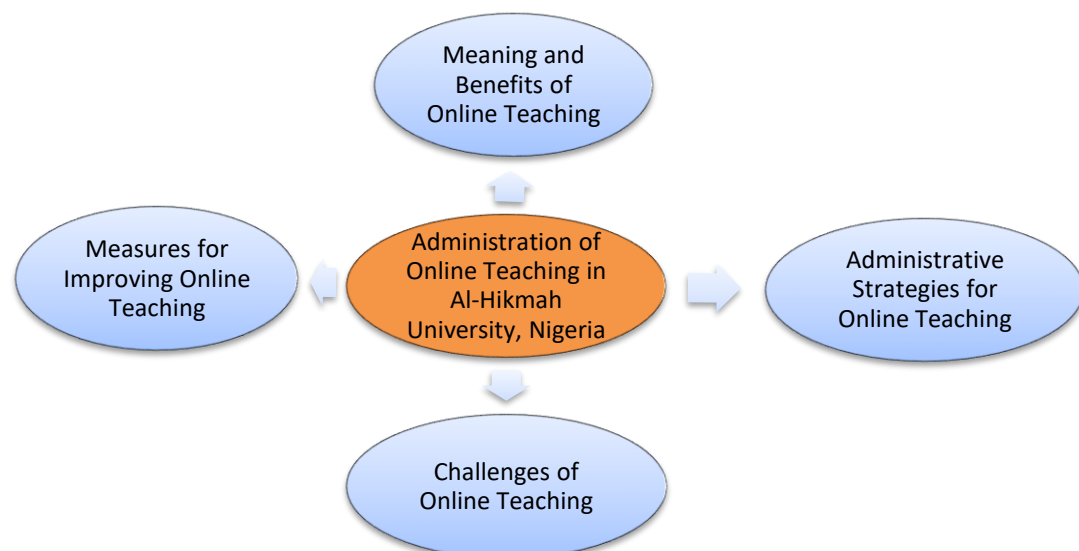
S/N	Variable
1	Gender Male: 6 Female: 1 Total = 7
2	Marital Status Married: 7 Single: 0 Total = 7
3	Religion Islam: 7 Christianity: 0 Total: 7
4	Qualification PhD: 6 MSc: 1 Total: 7
5	Faculty Education: 1 Management Sciences: 1 Humanities and Social Sciences: 2 Health Sciences: 1 Natural and Applied Sciences: 2 Total= 7
7	Length of Service 1-5years: 6 6-10years: 1 Total: 7
8	Methods of Online Teaching Voice note WhatsApp Zoom Telegram Googlemeet Email

General Model of the Study

Table 3 displays the general codification of the data using the theme approach in conjunction with the study's research questions and the subsequent interview with participants on the administration of online education at Al-Hikmah University:

Table 3: General Model of the Study

Theme	Sub-Theme
Theme One: Perception on Online Teaching	- Meaning of Online Teaching - Benefits of Online Teaching
Theme Two: Administrative Strategies for Online Teaching	- Planning - Coordinating - Directing - Supervising -Evaluating
Theme Three: Challenges Associated with Online Teaching	- Poor Network - Inadequate Data - Poor Attitude of Students - Power Outage
Theme Four: Measures for Improving Online Teaching	- Constant Training of Lecturers - Adequate Data Subscription - Proper Planning - Sound Policy on E-Learning

**Figure 1: General Model on Administration of Online Teaching in Al-Hikmah University, Nigeria****Response to Research Questions**

Research Question One: What is the Lecturers' Perception of the Benefits of Online Teaching at Al-Hikmah University?

Theme One: Perception of Meaning and Benefits of Online Teaching

Based on research question 1, most participants concurred that online teaching is a crucial medium for informing students. The academic staff at the university has seen an increase in awareness of the need to constantly improve student performance because of the online platform. For example, the EI and H2 opined that:

"In light of the COVID-19 outbreak, which forced the closure of educational institutions in Nigeria, Al-Hikmah University's online instruction was quickly and effectively delivered. In reality, the institution's personnel became more knowledgeable about information and communication technology and how to use different platforms for educating students as a result of some of the staff participating in online learning. Additionally, the platform appeals to a broad range of students with varying academic needs that traditional classes fall short of or are unable to provide. The demand for online instruction may increase and benefit students' learning outcomes."

In support of the above, participants H1 and N2 agreed that:

"Online teaching has significantly enhanced teachers' efficacy and students' performance at Al-Hikmah University. Online teaching provides teachers with the resources they require to adjust to the individual needs of each student. With various digital tools for exams and feedback mechanisms, teachers may identify areas for growth and provide focused support, resulting in improved learning outcomes. "

The figure below depicts the submission of the participant's views on the meaning and benefits of online teaching at Al-Hikmah University.

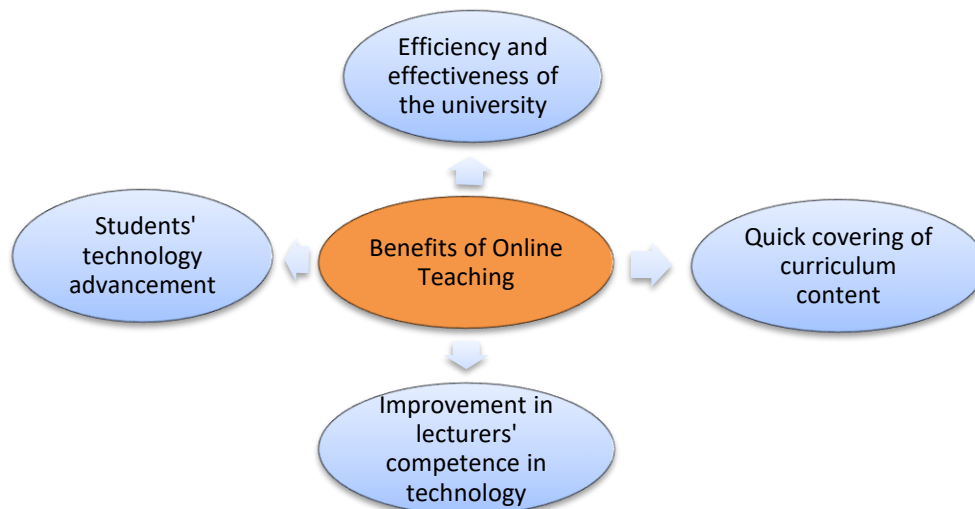


Figure 2: Perceived Benefits of Online Teaching

Research Question Two: What are the Administrative Strategies Put in Place for the Administration of Online Teaching at Al-Hikmah University?

Theme Two: Administrative Strategies Employed for Online Teaching at Al-Hikmah University

According to the interview conducted on the administrative strategies for online teaching and learning initiatives at Al-Hikmah University, the majority of the participants unanimously agreed that online teaching and learning were successfully conducted in the institution in question through proper planning of human, material, financial, and other resources that are imperative for the efficacy of online teaching and learning to both academic staff and students of the institution. The participants agreed that the university administrators had adequately planned for the selection and training of lecturers and students on the online learning initiative through seminars, conferences, workshops, and other capacity-building programs on how to use WhatsApp, Zoom, Telegram, and voice notes, among others. This increased the effectiveness of online learning prompted by the Covid-19 pandemic. M1 opined that:

"The prompt action of Al-Hikmah University's administration in ensuring good staff and student coordination cannot be discounted as a real approach towards strengthening teaching and learning despite the Covid-19 pandemic via an online platform. Staff were organized and well-coordinated, and a synergy between staff and students was created to reduce uncertainty and improve the effectiveness of service delivery during the time. Additionally, the institution's management made sure that both staff and students followed the guidelines for the pandemic-related online teaching and learning project at Al-Hikmah University. The institution's management made sure that academic staff, students, and ICT officers were all properly monitored, which significantly increased the program's effectiveness. The management team also promptly assessed the platform to determine the degree to which the desired goals were achieved and planned ways to improve it moving forward. The majority of Al-Hikmah University's online teaching activities were successfully planned, organized, coordinated, overseen, and assessed."

The figure below depicts the administrative strategies employed for online teaching at Al-Hikmah University, Nigeria:

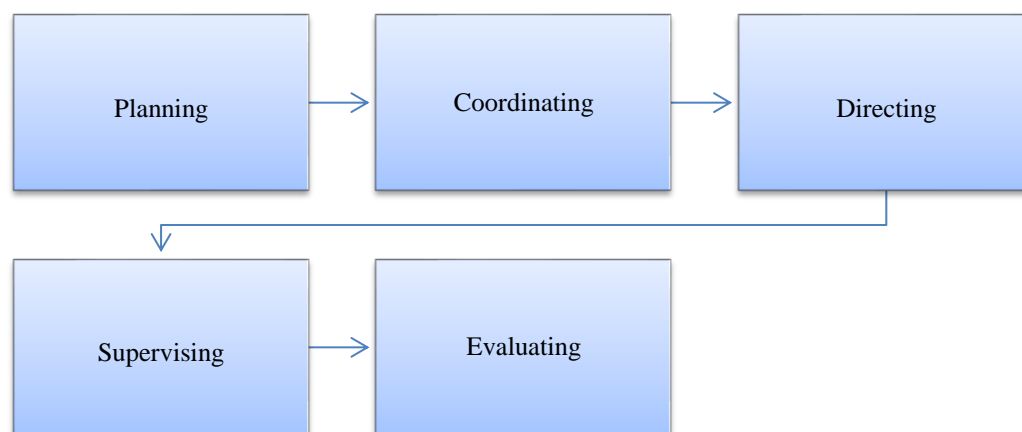


Figure 3: Perceived Administrative Strategies of Online Teaching

Research Question Three: What are the Challenges Associated with the Administration of Online Teaching Initiatives in Al-Hikmah University?

Theme Three: Challenges Associated with Online Teaching at Al-Hikmah University

In light of the third research question posed for the study, difficulties with Al-Hikmah University's online teaching and learning initiative amid the COVID-19 pandemic emerged as the third theme of the investigation based on the interviewing of the university's academic staff. The majority of the participants clearly agreed that despite its many advantages, online teaching and learning still face a number of difficulties. The view of Participant N1 on the challenges associated with the administration of online teaching and learning initiatives at Al-Hikmah University are as follows:

"The effectiveness of Al-Hikmah University's online teaching and learning programs has been greatly hampered by the network providers' subpar service. One of the main issues preventing the effectiveness and efficiency of management of online teaching and learning initiatives in our institution is the pitiable quality of the service being supplied by MTN, GLO, AIRTEL, and ETISALAT, among others. Numerous times, while online learning was taking place, the service was unreliable, inconsistent, and occasionally outright unresponsive, which had a detrimental effect on the achievement of the platform's initial objectives. During the epidemic, educational activities were occasionally abruptly stopped. When Zoom was used to deliver lectures, data were quickly consumed even before the scheduled learning for the day during the pandemic, which made it difficult to realize the

motivation behind the administration of online teaching and learning in our university during the COVID-19 pandemic. "

To substantiate the above, participants H2 and N2 submitted that:

"The students of Al-Hikmah University's lackadaisical attitude is one of the difficulties our institution's management of online teaching and learning has to deal with. Due to their lack of preparation, primitive nature, and addiction to the traditional way of learning, which necessitates face-to-face connection with their lecturers, along with their low satisfaction, students' perceptions of online teaching and learning initiatives have been quite negative. Another significant factor that made it more difficult to manage online teaching and learning at Al-Hikmah University during the COVID-19 epidemic is the irregular or variable power supply. It is undeniable that online teaching and learning are more effective when there is a steady supply of electricity, but a power outage prevents the achievement of a goal."

The figure below depicts the challenges associated with online teaching at Al-Hikmah University, Nigeria:

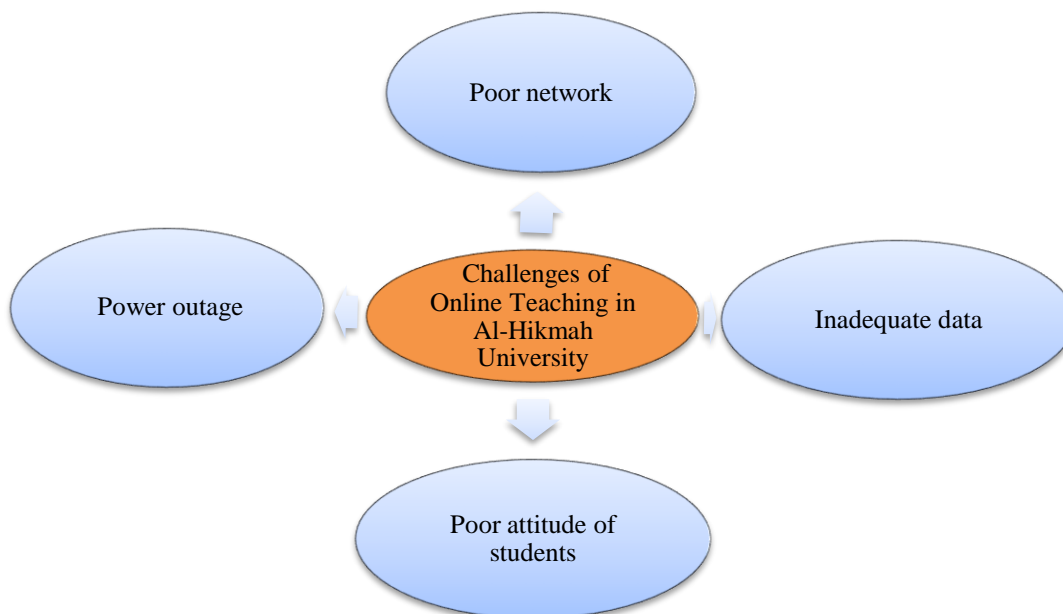


Figure 4: Perceived Challenges of Online Teaching

Research Question Four: What are the Measures that can be used to Improve the Administration of Online Teaching Initiatives at Al-Hikmah University?

Theme Four: Measures for Improving Administration of Online Teaching in Al-Hikmah University

The study's fourth theme evolved in response to research question 4, which focused on how to better manage online teaching and learning at Al-Hikmah University in the face of the COVID-19 pandemic. The majority of the participants revealed that specific measures must be implemented to improve online teaching service delivery caused by the COVID-19 epidemic. According to Participant E1, the following steps should be taken to improve the management of online teaching and learning activities at Al-Hikmah University:

"The institution's academic staff must receive ongoing training on how to use online learning platforms like voice note, WhatsApp, Zoom, telegram, and Google Meet, among others, through conferences, workshops, and seminars if they are to understand the ins and outs of the system. I have a strong conviction that the learning platform will be effective if the professors are properly trained. The purpose underlying the launch of online teaching and

learning platforms at Al-Hikmah University will be greatly advanced by a sufficient data subscription. As a matter of urgency, tenacity, authenticity, and objectivity, the administration of this learning citadel should subscribe to or subsidize the data used by the lecturers during the online teaching and learning platforms."

N1 opined that:

"Effective planning techniques with regard to the fundamental needs for boosting the effectiveness of online teaching platforms should be implemented, and this will not be out of place. This could take the shape of making the best and wisest use of the resources that are already at Al-Hikmah University in order to effectively manage online teaching and learning. For effective teaching and learning on an online platform, sound e-learning policy is essential." Measures that can be taken to enhance how the university manages its online instruction are shown in the figure below."

The figure below depicts measures for improving online teaching in Al-Hikmah University, Nigeria:

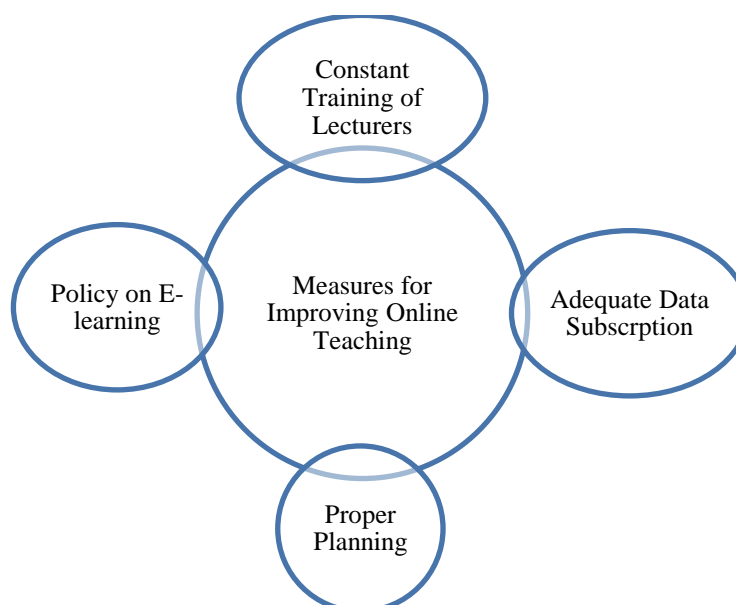


Figure 5: Perceived Measures for Improving Online Teaching

Discussion

Four research questions were posed at the outset of the project to direct the investigation into administrative practices for online teaching in Nigerian private universities with reference to Al-Hikmah University. The first research question was based on the benefits of online teaching at Al-Hikmah University amidst the Covid-19 lockdown. Participants in the study provided evidence that the idea of online teaching initiatives had enormous advantages for both students and learners. Thus, online teaching has immensely benefited significantly towards teaching and learning. The results are consistent with a study by Mseleku (2020), which found that teachers' perceptions of online learning had been negatively impacted by prior experiences that led to high dropout rates and low learner motivation. Olayemi, Adamu, and Olayemi (2021) underlined that online learning teaching and learning initiative appeals to varied groups of students with varying academic demands that traditional education classes are inadequate for or unable to provide, which is evidence in support of this argument. The drive to offer top-notch education to all students, regardless of their location or availability, has given rise to a demand for online courses.

Second, the administration of the online teaching and learning program at Al-Hikmah University was the subject of research question number two. Participants in the study provided evidence that the institution in question successfully implemented online teaching and learning thanks to the careful planning of the human, material, financial, and other resources that are essential for the success of online teaching and learning for both academic staff and students at the institution. The participants also agreed that the university administrators had properly planned for the selection and training of lecturers and students on the online learning initiative through seminars, conferences, workshops, and other capacity-building programs on how to use WhatsApp, Zoom, Telegram, and voice note among others, which improved the effectiveness of online learning prompted by the Covid-19 pandemic. The results are consistent with those of Hassan, Sa'id, and Mohammed's study (2021), which showed that proper planning of an online teaching and learning platform has a considerable impact on the platform's effectiveness in higher education institutions. The study's findings also support those of Eli-Chukwu et al. (2022), who stressed that good coordination, monitoring, and periodic assessment were crucial for tertiary institutions' success in implementing online teaching and learning programs during COVID-19. In private universities, online learning administrators, therefore, have a significant role to play in planning, decision-making, giving feedback, and overseeing online interaction.

The administration of online teaching efforts at Al-Hikmah University in the face of the COVID-19 outbreak was the subject of the third research question of the study. Participants' feedback indicated that, in the midst of the COVID-19 epidemic, the network providers' pitiful service negatively hampered the success of Al-Hikmah University's online teaching and learning efforts. In particular, the university's administration of its online teaching and learning programs was negatively impacted by the dismal character of the key service providers, including MTN, GLO, AIRTEL, and ETISALAT. Challenges include students' lax attitudes, insufficient dates, inadequate power supplies, and a lack of funding, among others. This is supported by a study by Roache, Rowe-Holder, and Muschette (2020), which found that inadequate data collection for developing solutions to online challenges and a decline in income generated pose serious challenges to the efficacy of online teaching and learning initiatives. In addition, Yusuf, Akinnubi, and Mustapha (2020) found that the implementation of online policies, the financial crisis, and students' perceptions of online learning initiatives at Al-Hikmah University all pose significant obstacles to the use of online teaching and learning platforms.

The final study question focused on ways to improve online initiatives and teaching at Al-Hikmah University. According to the study's findings, the institution's academic staff needs ongoing training on how to use online learning platforms efficiently. This training can take the shape of conferences, workshops, seminars, voice notes, WhatsApp, Zoom, Telegram, and Google Meetings. In-depth data subscription will go a long way toward accomplishing the objective of the launch of online teaching and learning platforms at Al-Hikmah University, as was equally evident from the participant interviews.

As a matter of urgency, tenacity, authenticity, and objectivity, the management of this learning fortress should subscribe to or subsidize the data that lecturers use on online teaching and learning platforms. The study's findings are consistent with those of Buba, Suleiman, Adamu, and Idris (2020), who found that concerted efforts should be made to improve the effectiveness of online teaching and learning initiatives through the establishment of useful links, a course calendar, and information that is broken up into manageable chunks.

The results are consistent with Henri Fayol's administrative theory. According to the principle, the manager must carry out specific tasks to guarantee the organization's success. Administrative management theory attempts to find a rational way to design an organization. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power and authority to administrators relevant to their areas of responsibilities (Adam & Suleiman, 2018).

Conclusion and Recommendations

Without a doubt, the Covid-19 pandemic, which caused a lockdown in Nigeria, crippled Nigerian colleges by preventing students from attending classes and lecturing. However, it can be inferred from the results of the current study that Al-Hikmah University was able to maintain course delivery utilizing online platforms like Zoom, WhatsApp, Telegram, and Google Meet despite the lockdown. According to the study's findings, the following suggestions were made:

1. Periodical training of lecturers on how to maximally make use of online teaching should be embarked upon by the school management through seminars, conferences, and workshops.
2. Adequate data subscription should be given priority.
3. Proper planning and coordination of online teaching and learning initiatives.
4. Sound policy on e-learning platforms should be urgently introduced and followed to the latter for effective online teaching in universities.
5. There is a need for distance educational administrators to expand their sources and share administrative functions to accommodate the role of educational technology.

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