



PANDEMIC, PODCASTING AND QUALITY IN NIGERIA UNIVERSITIES

Dr Adu Emmanuel Ifedayo

Educational Technology Department Bamidele Olumilua University of
Education, Science and Technology Ikere Ekiti

ABSTRACT

The COVID-19 pandemic was a great challenge to quality education in Nigeria universities. Hence, it is important to create discourse around the pandemic through quality research evidence to forestall future problems related to pandemic in Nigeria. This research contextualised quality in Nigeria universities in the light of poor physical and online infrastructure. Also, this research explained the concept of pandemic as a deadly disease and likewise discussed ideas on podcasting with quality in Nigeria Universities. The findings of this study showed that additional efforts are required towards ensuring quality in Nigeria universities. Especially, during a pandemic situation that requires updated physical and online infrastructural system for globally desired educational practices. Based on these findings the relevant conclusions were made.

KEYWORDS: *Pandemic, Podcasting, Quality, Nigeria, Universities.*

INTRODUCTION

There is numerous literature evidence that presents the concept of pandemic, podcasting and quality as major discourse. For instance, available literature evidence shows that a pandemic is a viral disease (Goodnow, 2021). Also, podcasting has been acclaimed as an online technological process, which involves the manipulation of video and audio resources (Strickland, Brooke, Zischke & Lashley, 2021). However, quality was explained as a standard operational practice in an organisation (Lorenz & Holm, 2021).

There are numerous problems attached to the podcasting activities in Nigeria during COVID-19 pandemic. For instance, the problems are related to erratic power supply, poor internet facilities, inadequate funding, poor design and development of e-learning framework to mention few (Ziden, Rahman, Amzah

& Ifedayo, 2020). These problems made podcasting activities more difficult in Nigeria universities as it creates setback in Nigerian educational system (Ifedayo, Ziden & Ismail, 2021). The reason being that podcasting activities requires constant power supply (Ifedayo, Ziden & Ismail, 2019). Also, adequate funding is germane towards successful podcasting activities (Ifedayo, 2015). Likewise, the quality internet facilities are useful for podcasting resources (Ziden, Ifedayo & Ismail, 2020). In addition, a quality e-learning framework is required to propel the introduction of podcasting activities in university systems (Theophilus, Ifedayo & Jethro, 2014).

However, numerous research had addressed issues related to podcasting. Notwithstanding, there is scarcity of studies discussing issues focused on pandemic, podcasting and quality in Nigeria Universities.

PODCASTING

Podcasting involves the sharing of video and audio media resources online. It is also a means of using video and audio media resources on the web. Podcasting likewise entails the production of video and audio media resources for consumption on the internet. Podcasting is a concept deduced from the word podcast and it is a process of doing online video and audio related activities. Podcasting is a present continuous tense that connote a process of manipulating video and audio resources for internet use. The devices for producing a podcasting activity involves Android phone, iPhone, personal computer to mention few (Ifedayo, 2015).

WHAT IS A PANDEMIC?

A pandemic is a deadly disease, which ravages like wildfire all over the world. Also, a pandemic is a disease that pose difficulties to people as there is no medication to cure the disease. For instance, COVID-19 is an example of a pandemic that began in the year 2019 and it remains a cankerworm in all nations (Aduba & Mayowa-Adebara, 2020).

NIGERIA UNIVERSITIES

Nigeria is a west African country with a population of over 180 million. It is surrounded by other west African countries like Ghana, Cameroon, Niger to mention few. Nigeria has three major tribes, which are Hausa, Igbo and Yoruba.

The Hausa's live in the northern part of Nigeria. The Igbo's live in the eastern part of Nigeria. However, the Yoruba's are domiciled in the south-western part of Nigeria (Abduldayan, Abifarin, Oyedum & Alhassan, 2021).

The Nigeria universities are citadel of knowledge and comprises of the Federal, State and Public/Private universities. In the year 2020, there existed 79 private universities in Nigeria. The Federal universities were 43. However, state universities were 48 in number (Bogoro, 2021).

PANDEMIC AND PODCASTING IN NIGERIA UNIVERSITIES

The pandemic has created a vacuum in the establishment of quality in Nigeria Universities. For instance, the COVID-19 pandemic has decelerated the academic progress of the students and the University establishment in its entirety. The reason being that most academic activities were left in limbo during the lockdown in Nigeria and the students were in a redundant state during the mandatory in-door regulations for controlling the spread of the COVID-19 pandemic in Nigeria.

The situation was made worse by the scarcity of facilities meant to support online activities like podcasting in Nigeria. The power supply was epileptic, and the internet quality was nothing to boast about in Nigeria as it was insufficient to support podcasting activities for education. Although, some of the affluent people were able to access internet and power supply during the COVID-19 pandemic for teaching and learning. However, the less privileged people had difficulties in using the internet, electricity and coupled with high cost of Android phones with personal computers. This scenario complicated the initiation of podcasting activities in Nigeria Universities and this situation has serious implication for Nigeria Universities education quality.

CONTEXTUAL DISCOURSE ON QUALITY IN NIGERIA UNIVERSITIES

Quality connotes standards in a system. The quality is a word that has numerous implications for Nigeria universities. This implies that quality determines the standards of education services rendered in Nigeria Universities. For instance, quality dictates the efficient performance of the internet facilities and power infrastructure in any establishment (Salimon, Mokhtar, Aliyu, Yusr & Perumal, 2021).

However, the scenario of quality in Nigeria universities presents a system in need of urgent assistance to ensure globally accepted educational practices. For instance, the urgent assistance is required in provision of standard classroom, office and e-learning facilities to support teaching and learning processes in Nigeria universities (Amadasun, 2021).

RESEARCH METHODOLOGY

This research adopted a descriptive methodology in describing issues pertinent towards pandemic, podcasting and quality in Nigeria Universities.

CONCLUSION

This research explained issues related to pandemic, podcasting and quality in Nigeria Universities to contextualise some of the problems impeding quality in Nigerian university system during the COVID-19 era. The quality has numerous implications for internationally acceptable practices in Nigeria universities. Hence, ensuring quality is sacrosanct in Nigeria Universities.

The university management has made several efforts towards ensuring that quality is attained in Nigeria universities. However, the present happenings in Nigeria universities presents issues that implies that additional support is required from the Nigerian university management to promote standards in instructional delivery system.

Also, the Federal Government of Nigeria (FGN) has made efforts towards prioritising quality in Nigeria Universities. For instance, the provision of grants and sponsorship for conferences, Doctoral and masters research activities were some of the FGN initiative towards ensuring quality in Nigeria universities. However, additional funding is required to promote quality in Nigeria universities. Especially, during this COVID-19 era that requires the use of technologies for teaching and learning processes.

REFERENCES

- Abduldayan, F. J., Abifarin, F. P., Oyedum, G. U., & Alhassan, J. A. (2021). Research data management practices of chemistry researchers in federal universities of technology in Nigeria. *Digital Library Perspectives*.
- Aduba, D. E., & Mayowa-Adebara, O. (2020). Online Platforms Used for Teaching and Learning during the COVID-19 Era: The Case of LIS Students in

Delta State University, Abraka. *International Information & Library Review*, 1-36.

Amadasun, S. (2021). Is the signature pedagogy still worthwhile? An empirical study of field practice experience among social work students in Nigeria. *Social Work Education*, 40(2), 229-243.

Bogoro, S. E. (2021). Sustainability of higher education institutions in Nigeria: challenges and prospects. *Chronicle*.

Goodnow, C. C. (2021). COVID-19, varying genetic resistance to viral disease and immune tolerance checkpoints. *Immunology and cell biology*, 99(2), 177-191.

Ifedayo A.E, Ziden A.A & Ismail A.B (2019). Conception of Electricity as Determinant of Podcast Adoption in Nigeria Educational Systems. *IJCOT*-Volume 9, Issue 5- Sept-Oct-2019.

Ifedayo A.E (2015). Relevance of Designing and Developing an Improvised White Board Compass for Teaching Geometrical Construction Concepts in Basic Technology. *IJEI*. Volume 4, Issue 11.

Ifedayo A.E, (2015). Influence of Nigerians Living Standards on the Use of Social Networks for Teaching and Learning Purposes. *IOSR-JRME*, Volume 5, Issue 5, Ver. I (Sept-Oct 2015)

Ifedayo A.E, Ziden A.A & Ismail A.B (2021). Podcast Acceptance for Pedagogy: The Levels and Significant Influences. *Heliyon*, Volume 7 Issue 3.

Lorenz, E., & Holm, J. R. (2021). Work organisation, innovation and the quality of working life in Denmark. In *Globalisation, New and Emerging Technologies, and Sustainable Development* (pp. 169-188). Routledge.

Strickland, B. K., Brooke, J. M., Zischke, M. T., & Lashley, M. A. (2021). Podcasting as a tool to take conservation education online. *Ecology and Evolution*, 11(8), 3597-3606.

Theophilus F.O, Ifedayo A.E & Jethro O.O (2014). Architectural Framework for eLearning Platform in a College of Education. *IJCOT*-Volume 4, Issue 4, 4 July to August 2014.

Ziden A.A, Ifedayo A.E, & Ismail A.B (2020). Influence of Lecturers Perception of Internet Service Quality in Nigeria Higher Education. *IJPR*-Volume 24-Issue 5.

Ziden A.A, Rahman M.F.A, Amzah F, & Ifedayo A.E (2020). Using e-Portfolio to Develop IMT Skills among Trainee Teachers in a Malaysian University. *UJER- 8 (10)*, 4470-4477, 2020.

Salimon, M. G., Mokhtar, S. S. M., Aliyu, O. A., Yusr, M. M., & Perumal, S. (2021). Solving e-learning adoption intention puzzles among private universities in Nigeria: an empirical approach. *Journal of Applied Research in Higher Education*.