ABSTRACT
The objective of this paper is to investigate how education can be transformed through E-learning and its management for national development. A brief history of E-learning, online learning as at today, review of related literature, positive and negative impacts of E-learning and how E-learning education can transform as well as lead to national development The study is a descriptive type which employed the survey research technique through the use of structured questionnaire and observation method for determining the roles of E-learning in transforming education and its management for national development. Samples were randomly selected from three tertiary institutions in Oyo state and mean scores and frequency counts were used to reveal the influence of education on E-learning. Findings showed that education can actually be transformed through E-learning. It was concluded that E-learning is a tool that can be used to enhance and encourage teaching and learning process in schools Based on this, recommendations were put forward on the need to integrate E-learning into school curriculum planning in order to transform education for national development and among such were that government should provide well-equipped computer laboratories with qualified teachers well versed in computer education and that each of the teachers should be given computers to enable them prepare their E-learning notes.

Keywords: Transformation, Education, E-learning, Management, National Development.

INTRODUCTION
Up until the early 2000s education was in a classroom of students with a teacher leading and passing instructions. Over the last few years, there has been a tremendous development in education industry. Computer is the most powerful tool in human hands for storing data and retrieving information till now; and due to its massive capabilities, it plays major role in every field such as in defense, space research industries and many more also in education. Popularity of computers gave rise to its different types such as analog, digital and hybrid computers based on their working or home computers, Personal Computers (PCs) based on their size, speed and super computers (Newhouse, 2012).

The Federal Republic of Nigeria through the Federal Ministry of Education in 2004 made “e-education” one of the initiatives for attainment of Education for ALL (EFA) and the Millennium Development Goal (MDG) was a practical demonstration of it. As technology is creating changes in all aspects of the societal life, the expectations of what, how, where students learn should equally change alongside innovations. There ought to be a shift from the teachers as the sole instructor to the learners and the learners themselves dictating or gaining instruction in order to acquire the 21st century knowledge and skills if they must measure up to the standard of their peers. E-learning helps the classroom activities to be learner-centered interactive, the teacher acts as collaborator and sometimes a facilitator, quality of understanding a very high performance is noticeable, creation of more interactive and engaging learning environment for teachers and learners. The general belief of people is that man is the object of development and development cannot take place except man takes the initiative as well as plans, organizes and implements development and can be summed up that development is by man and for man (Mezieobi, 2013).
History of E-learning
The term “E-learning” has only been in existence since 1999 when the word was first utilized at a Computer Based Training (CBT) systems seminar. Long before the internet was launched, distance courses were being offered to provide students with education. In the 1840’s Isaac Pitman taught his pupils shorthand via correspondence. Pitman, a qualified teacher, was sent completed assignments by mail and would send more work to his students using internet. The first online learning systems were really only set up to deliver information to students but in the 70s online learning started to become interactive. In Britain, the Open University’s system of education has always been primarily focused on learning at a distance. In the past, course materials were delivered by post and correspondence with tutors via mail; with the internet the Open University began to offer a wider range of interactive educational experiences as well as faster correspondence with students via email.

Online Learning Today
The introduction of the computer and internet in the late 20th century has expanded e-learning tools and delivery methods. The first Media Access Control (MAC) in the 1980’s enabled individuals to have computers in their homes, making it easier for them to learn about particular subjects and develop certain skill sets. Then, in the following decade, virtual learning environments began to truly thrive, with people gaining access to a wealth of online information and e-learning opportunities.

By the early 90s several schools had been set up to deliver their courses only online, making the most of the internet and bringing education to people who wouldn’t previously have been able to attend a college due to geographical or time constraints. Technological advancement also helped educational establishments to reduce the costs of distance learning, a saving that would also be passed on to the students helping to bring education to a wider audience.

In the 2000’s business began using e-learning to train employees. New and experienced workers alike now have the opportunity to improve upon their industrial based knowledge and expand their set skills. At home, individuals were granted access to programs that offered them the ability to earn online degrees and enrich their lives, through expanded knowledge.

Objective of the Study
To investigate how education can be transformed through E-learning and its management for national development.

Conceptual Terms
Education is a major tool for national socio-economic development, for individual socio-economic empowerment and for poverty reduction. Education is the process of developing the capacities and potentials of the individuals so as to prepare that individual to be successful in a specific society and a nation as a whole. Education as described in the National Policy on Education (2004) is an instrument ‘par excellence’ for effecting national development. Sections 1(a) and (b) state that education fosters the worth and development of the individual, for each individual’s sake, and for the general development of the society meaning an instrument for national development.

Okpala (2018) sees education as a process that emphasizes development, acculturation and learning how to learn, he emphasized that a person is educated when such individual is cultured, contributes positively to the development of the society, and has learnt how to learn. Education is also seen as a social responsibility of government to its people (Abdullahi, 2016). It drives the growth, development and transformation of any meaningful national development; hence appropriate attention towards the growth and development of education is imperative. Education is a veritable tool for transforming the society, a logical, intellectual and moral training geared towards obtaining knowledge, development, and development of moral aspects as a major source of value re-orientation, globally education is considered as a vital ingredient for attaining the national goals.

Nwude (2003) cited by Araromi (2016) says that “quality education is very vital in every human existence and society development. It facilitates the rate of development, increases the standard of living, thereby pave way for national stability. An educated society is wealthy. When a man acquires quality education, he becomes a free thinker and creator of wealth. He understands the society; lives better and become more useful to it. Education unlocks the door to modernization while the teacher holds the key to that door.
Learning
It is the process of absorbing information and retaining it with the goal of increasing skills and abilities so that it can be used under a variety of contexts. The quality of the learning relies largely on the quality of training acquired, and so the role of trainer is very important as it has a huge effect on the outcome of the learner.

Learning relates to the totality of experience that is acquired right from birth. It is a change of modification of behaviour as a result of some form of experience (Adeagbo, 2014). Learning is an important aspect of education and it can take different forms but the type that seems to be gaining much ground these days whether in the developed, developing or under-developed countries is the electronic learning (E-learning) in which this paper seems to discuss. Learning springs forth from experience and it is influenced by what the learner already know (entry behaviour) coupled with what she constructs in her brain which makes sense to her after the information must have been transmitted from the teacher or text book or video, internet or through demonstration.

In essence, learning is all about equipping a person to tackle not just today’s issues, but preparing him/her to creatively come up with ways to tackle tomorrow’s or future issues.

Katambur (2017) categorizes learning strategies into two types and they are, synchronous learning and asynchronous learning.

a. Synchronous learning: Any learning tool that is in real-time, such as instant messaging that allows students and teachers to ask and answer questions immediately. Examples are online chat and video conferencing. Students who participate are able to interact with other students and their teachers during the lesson.

b. Asynchronous: Activities carried out when the student or teacher is offline. Coursework and communications delivered via web, e-mail and messages posted on community, forum are examples. There is no real interactive educational environment.

E-learning
Educational Technology (ET) or Information and Communication Technology (ICT) arrival has given uplift to education delivery system making the world become a global village. Horton (2015) defined E-learning as the use of internet and digital technologies to create experiences that educate our fellow human being. It is the facilitation of human learning through the web with the use of digital technologies by creating online and offline experiences.

Parks (2013) opined that “E” – should refer to “easy, engaging, everyone and everything” in addition to ‘electronic’. E-learning in learning and education refers to the use of modern technologies such as computers, digital technology, networked digital devices (e.g. the internet) and associated software and coursework; an inclusive term that describes educational technology that electronically or technologically supports learning and teaching (Wikipedia, 2014). E-learning is a learner-controlled, self-paced education environment where the learner has authority over the learning environment, thereby allowing learners to work at their convenience (Eke, 2017). E-learning is a rapidly growing industry, the effect of which can be traced back to the 1980s and in the form of distance learning and televised courses. E-learning offers the ability to share materials in all kinds of formats such as videos, slideshows word documents and Portable Document Format (PDFs). Conducting webinars (live online classes) and communicating with professors via chat and message forum. E-learning is an affordable solution which provides the learners with the ability to fix learning around their lifestyles. E-learning is less expensive, faster, cheaper and potentially better.

ICT and E-learning
Information Communication Technology (ICT) refers to the totality of methods and tools that are used in gathering, storing, processing and communicating information. Professionals in different fields called it by different names when used in education or to foster learning it is called E-learning Technology or Educational Technology, in the broadcasting where ICT is used as a communication tool it is commonly referred to as Electronic Information Technology or just Communication Technology. ICT encompasses all the technologies used to transmit information to an audience covering internet services provision, telecommunications equipment and services, media and broadcasting and other related information and communication activities. Modern ICT products include e-mail, voice mail, FAX/Facsimile, internet, electronic bulletin boards, cellular phones, video
conferencing among others and hardly can any profession thrive well without the integration of ICT (Monique, 2016).

**Impacts of E-learning on Education**

The use of e-learning is making and will continue to make greater impact in the methodologies chosen in disseminating information from the teacher to students. Some higher institutions in the United State have invested billions of dollars in E-learning infrastructures over the years and students use e-learning equipment more frequently and for different applications of human endeavour (Monique, 2016). The introduction of E-learning as one of the learning tools in the educational sector has a lot of both positive and negative impacts on education. The positive impacts are as follows: it facilitates learning without having to organize when and where everyone who is interested can be present; courses are designed in such a way that it is interactive and fun through the use of multimedia or gamification; the amount payable could be exorbitant at some point to acquire updated versions of textbooks for schools or college yet with E-learning the teacher has the ability to host a guest lecturer without having to spend much money. It can be done virtually, with the cameras for both the professors and students and with use of microphones to facilitate the same level of interaction that would be possible if the lecturer were physically present in the room; it has the ability to replay the lecture saved and gains even more out of it; easy accessibility to educational materials or data and information for researchers and scholars that can be utilized for educational purposes; sharing of information and data in an easy way (Garrison & Anderson, 2013). E-learning reduces the cost in building classrooms and other resources needed for conventional learning making many students to be taught at the same time with fewer materials; internet connectivity of resource persons and easy accessibility of resource materials in e-learning are made possible by the Communication and Information Technologies; help is secured in learning from others who have expertise and experience.; global partnership promotes effective collaboration in education; it promotes competitive spirit since it is a free world and a free market trade where there is appropriate exposure to the best minds that can motivate others to improve their own performance; and more of the benefits of E-learning are: increased convenience, boost confidence, self-pacing, interactivity is easier, on-demand availability, accountability ensured, content standardization, personalized instruction, better content delivery and for increase in accessibility to information (Bhuasiri; Xaymoungkhoun; Jeung; & Cigenek, 2015). Bhuasiri et al (2011) noticed that, in developing countries E-learning is still in its infancy and early adoption stage and the countries experience unique challenges from developed countries.

On the other hand, there are negative impacts of E-learning and they are as follows: problems of steady power supply for effective and efficient management and running of the Information Technology services; loss of initiative and self-identity as more access may result in danger of certain sets of countries dominating the educational scene of countries with lesser resources and this may make the concept of globalization a form of neo-colonialism; developing relevant curriculum for the international context may be difficult but easy in Nigeria education system that is local and multicultural in nature; difficulty may be experienced in getting the educational materials developed in a particular cultural context to suit a different cultural milieu; practical skills are somewhat harder to pick up from online resources e.g. pottery is an example of skills that require hands-on experience. Lack of user touch and feel in their learning platform (Allen & Seaman 2010; Ostund, 2012). E-learning is a solo act, which makes the learners think they are acting completely alone; health related concerns such as eyestrain, bad posture and other physical problems may affect the learner; inability of teachers to assist the students develop the ability and knowledge necessary to make them use the E-learning effectively; non-availability of equipment such as computers, digital technology and internet for proper utilization; costly and non-availability of software which enable educators to design and develop learning content; lack of trained personnel (lecturers and students) to make use of the E-learning equipment; no combination of connectivity, equipment and software will achieve anything if people are not trained to use them; inadequate security of cybercafé; inadequate funding to buy E-learning technologies, laptops or computers for both students and staff members (Judith, 2014; Daniel, 2017).
Development and National Development
A country is said to be developed when he is able to provide qualitative life for her citizenry. According to Gboyega (2013) it is an idea that embodies all attempts to improvement in material well-being of all citizens, not the most powerful and rich alone, in a sustainable manner that today’s consumption does not endanger the future. National development on the other hand as defined by Longman Dictionary of Contemporary English is a phenomenon that embraces a whole nation. It is said to be the overall development or a collective socio-economic political, technological as well as religious advancement of a country or nation (Tolu & Abe, 2017).

Transformative Education
It is sometimes called global education or transformative learning which is a methodology that involve a shift in consciousness beginning with teaching and learning for the purpose of healing and transforming persons, institutions, economies and political systems (Garcia, 2017). Nigeria and most countries today find it difficult to maintain the cyber net free of hacking, fraud, impersonation etc. The aforementioned cyber ills are factors that pose as threats to the usage of online E- learning method to disseminate information. Countries across the globe need an educational programme that would change our thinking, boost confidence, increase our accessibility to information and that can be updated at will moving with the trend of advancement.

Everything in the universe does not remain unaltered, times aren’t what they used to be; social structures and institutions everywhere undergo continuous change. Modernization, ICT and globalization have assisted in these rapid changes which are both beneficial and threatening to men’s life. This no doubt calls for urgent attention to arrest the setbacks on our socio-economic, political and educational life. Transformative education programme as directed toward learners who must be imbued with values and skills that will develop their world views and encourage them to act individually or collectively in order to improve social conditions, cyber ills online. Grabow; Hilliker; and Noskai(1996) as cited in Maziro, 2015 conceive transformative education as current efforts to involve citizens in both learning and decision making processes through a variety of educational methods and tools.

However, an important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds.

According to Deryn (2011), e-learning have revolutionized the way people work and are now transforming education systems. Transformation is essential for the development of individuals since education is a veritable tool for transforming the society at large.

METHODOLOGY
This study is simply descriptive, employing the survey research technique. This was done through the use of structured questionnaire and observation method in determining the roles of E-learning in transforming education and its management for national development. This method was adopted because it is difficult to get a secondary data in this area of study, hence the need to generate data. The population for this study consists of students and lecturers of University of Ibadan, Emmanuel Alayande College of Education Oyo and Federal College of Education (Special), Oyo all in Oyo state.

Simple random sampling technique was adopted to select fifty students and five lecturers (5) from the department of Educational Management from each of the schools chosen, making a total of one hundred and fifty(150) students and fifteen (15) lecturers in all.

The data for the study were analyzed through the use of descriptive statistics involving simple percentages, frequency counts and mean scores. In addition, chi-square, a non-parametric test was also employed in the analysis at 5% level of significance. The respondents have four options to respond. Strongly Agreed (SA) was scored (4), Agreed (A) was scored (3), Disagreed (D) was scored (2) and Strongly Disagreed was scored (1). The instruments, using the modified Likert Rating Scale were further divided into two, where strongly agreed and agreed were collapsed to agree while strongly disagreed and disagreed were collapsed to disagree. The mean value of all rating was put at 2.50.
FINDINGS AND DISCUSSION
The findings of this study are as presented in tables:

**Characteristics of Respondents**
Responses from the subjects were analysed on the basis of their gender as well as age.

**Table 1: Gender of Respondents**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency (Students)</th>
<th>Percentage (Students)</th>
<th>Frequency (Lecturers)</th>
<th>Percentage (Lecturers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>85</td>
<td>56.67</td>
<td>09</td>
<td>60.00</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>43.33</td>
<td>06</td>
<td>40.00</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.00</td>
<td>15</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Evidence from table 1 above is that large percentages of the respondents were male for both lecturers and students. This showed that male folks are more interested in expressing their notion to use E-learning than their female counterparts.

**Table 2: Age of Respondents**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency (Students)</th>
<th>Percentage (Students)</th>
<th>Age</th>
<th>Frequency (Lecturers)</th>
<th>Percentage (Lecturers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 28</td>
<td>108</td>
<td>72.00</td>
<td>20 - 29</td>
<td>01</td>
<td>6.67</td>
</tr>
<tr>
<td>29 – 39</td>
<td>37</td>
<td>24.67</td>
<td>30 – 39</td>
<td>03</td>
<td>20.00</td>
</tr>
<tr>
<td>40 and above</td>
<td>05</td>
<td>03.33</td>
<td>40 and above</td>
<td>11</td>
<td>73.33</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.00</td>
<td>Total</td>
<td>15</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The age distribution of the respondents showed higher percentage falling within 18 – 28 years of age. This suggested that youths were more interested than their older counterpart in responding to issues of E-learning in schools. The reverse was the case among the lecturers, as was discovered that older ones within the age brackets of years and above were more involved in E-learning than the younger ones.

**Table 3: Educational Status of Respondents (Lecturers)**

<table>
<thead>
<tr>
<th>Educational Status</th>
<th>B.Sc./B.Ed.</th>
<th>M.Sc./M.Ed.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>30</td>
<td>50</td>
<td>70</td>
<td>150</td>
</tr>
<tr>
<td>Percentage</td>
<td>20.00</td>
<td>33.33</td>
<td>46.67</td>
<td>100.00</td>
</tr>
</tbody>
</table>

This showed that the respondents with Ph.D. really proved their worth in making use of the program as higher academic knowledge qualified them to have the understanding of what E-learning implies.

**Table 4: Influence of E-learning in transforming education**

<table>
<thead>
<tr>
<th>Items</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>98</td>
<td>93</td>
<td>77</td>
<td>71</td>
<td>94</td>
<td>94</td>
<td>75</td>
<td>56</td>
<td>69</td>
<td>96</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>52</td>
<td>57</td>
<td>73</td>
<td>79</td>
<td>56</td>
<td>56</td>
<td>75</td>
<td>94</td>
<td>81</td>
<td>54</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X (mean value)</td>
<td>2.81</td>
<td>2.74</td>
<td>2.53</td>
<td>2.45</td>
<td>2.75</td>
<td>2.75</td>
<td>2.50</td>
<td>2.25</td>
<td>2.42</td>
<td>2.78</td>
<td>2.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above indicated that only the mean scores of questions 5, 12 and 13 did not show major influence of E-learning in transforming education in the selected schools. This is because their respective mean values of 2.45, 2.25 and 2.42 fell below the general mean score rating of 2.50. The question items with the higher mean values are questions 1, 2, 7, 9 and 14. Question 1 investigated whether E-learning can transform education and the mean score of 2.81 showed it. Question 2 asked if E-learning helps students to continually update their knowledge in their various fields of study and the mean score of 2.74 justified it.

Question 9 says E-learning help management students in sharing ideas in their subject area. The mean score of 2.75 showed that management students use E-learning to share ideas.

Questions 14 asked if E-learning provides avenue for students to work at their own pace. The mean score of 2.78 showed it.
CONCLUSION
This paper indicates that E-learning has tremendous roles to play in the teaching learning of management courses for it is a tool that can be used to enhance and encourage teaching and learning process in schools. The government and stakeholders need to come together to ensure adequate provision of E-learning resources to our schools to facilitate technological advancement and to aid teaching and learning.

RECOMMENDATIONS
- Government should provide a computer laboratory well stocked with internet facilities for teachers and students in order to update their knowledge and also to improve and enhance teaching and learning.
- Qualified and well trained teachers in Computer Education should be employed for continuous training of teachers and students to improve teaching skills.
- Constant review of the E-learning curriculum to reflect the changes in technology as well as teaching and learning methods of the teacher.
- Lecturers should be given computers to enable them prepare their E-learning notes.
- Adequate power supply is needed and should be improved upon to enhance the use of E-learning in schools.

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