

Students Enrollment and The Needed Support Services for Teaching/learning: A Case for Teaching of General Studies (GST) in University of Jos

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Abstract

There are clear indications that students enrollment figures into tertiary institutions particularly universities across Nigeria has increased in recent years. This can be attributed to the demand for tertiary education by many people among others. There are also some government policies at both state and federal levels that contributed to this development. For instance, some states have introduced the policy of free education; some went further to introduce compulsory education at primary and junior secondary school levels. In addition to the above is the high population of Nigeria which has an estimated annual growth rate population rate of 3.2%. In view of these strong indications and other related factors, the demand for tertiary education and the available resources (human, facilities and fund) on ground to support students teaching and learning do not seem to match. This paper briefly looked at students' enrollment in universities and the different types of students support services, using university of Jos as a reference point. The study considered the type of students support services that will match the demand

and expectations of both current and future students. The study showed that the students' enrollment in the university of Jos has increased from 4,300 in 2008 to 7,500 in 2016; enrollment across Nigeria was 1,417,080 in 2010; this figure is expected to reach 5,732,878 by 2020. Whereas the number of enrollment figures continue to rise over the years, the corresponding ideal students support services in the university are not good enough for effective learning and teaching of GST courses. The study suggested that teaching and learning should be more relevant to stakeholders' needs, which in this case, students and lecturers. Apart from modern teaching aids, a creation of a dedicated GST Resource Centre (Portal) as support service to students, will provide easy access to GST lecture series online and always; improve participation of students in an environment that lacks adequate infrastructure like classrooms and promote learning at home among students, especially now that every student has access to devices that can access the internet.

Introduction

Tertiary education in Nigeria has grown into a complex system in recent years, affecting the structure, program as well as the management. The number of universities and the enrollment has gone up as compared to the pre-independence era. According to Agboola & Adeyemi (2012), the number of universities in Nigeria has increased from one University College in 1948 to One Hundred and Two (102) in 2009. Despite these numbers, there are some who feel that the country

still needs to double the number of the present universities in order to meet up with the demand of those who believe that only a university degree could give them a good future. This assertion is evident in the increasing gap between potential university students in the country and the space available for the study (Ehiamentolor, 2005).

Latest report by the Joint Admission and Matriculation Board (JAMB, 2016), revealed that between 2009 and 2015, universities in Nigeria have not admitted up to thirty percent (30%) of the applicants seeking admission into universities. This is in spite of the establishment of nine new federal universities by the Goodluck Jonathan's administration. The reason for this trend was attributed to limited available space, human and material resources in the country's universities (Aghenta, 2006).

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In spite of that, the National Universities Commission's record has indicated that the enrollment figures seen in the last decade has far exceeded government policy guidelines. Enrollments in the federal universities have grown by 12% during the 1990s to 25% in 2014 (as cited in Agboola & Adeyemi, 2015). The situation is likely to continue owing to the large number of potential university students applying for admission every year. The trend is also partially due to the expansion of the system in terms of courses, departments, schools and faculties. Nielson (2011) also attributed the increase to social demands for university degree, due to perceived benefits of such education to overall future of those who possess them. In the same vein, the tuition fees charged in private universities is higher as compared to federal universities; this has forced many to seek admission into federal universities, where tuition fees are considered moderate.

Currently, student enrollment into universities and the kind of students support services available to match the requirements of students in the nation's universities have been of great concern to stakeholders in education. Funds and other resources required to provide such support services to meet up the expectations (for quality university education) has fallen below standard. In advanced countries, educational policies and provision of resources are based on accurate projections. The situation is quite different in Nigeria; it is hard to obtain good and accurate figures for the purpose of future planning especially as regards teaching of some university courses. Of particular interest is the teaching of General Studies (GST) courses, which is often over crowded in most universities.

Teaching General Studies (GST) in University of Jos

General Studies in a university is intended to offer broad and general knowledge in different course areas. Consequently, it is a foundation program of every university in Nigeria; every fresh student is required to take the General Studies courses. The courses are prescribed for undergraduates in the 1989 NUC Approved Minimum Academic Standard for all Nigerian universities. General

Study courses are aimed at re-equipping and inculcating in students of various disciplines with all round knowledge aimed at providing self-confidence expected of every university graduate. The courses contain all the necessary knowledge that could aid the student to meet the challenges of life in the immediate environment as well as make a student outstanding. Every university undergraduate requires the basic knowledge and in essence strives to acquire it through this foundation program.

It is in recognition of this enormous importance of this program that the National University Commission (NUC) emphasized that every student must take and pass the recommended General Studies Courses before graduating from the university. These courses include: GST 101 - Use of English, GST 102 - Philosophy and Logic, GST 103 - Nigerian Peoples and Culture, GST 104 - History and Philosophy of Science, GST 223- Entrepreneurial Skills and GST 222 -Peace and Conflict Resolution Studies.

University of Jos like other tertiary institution in Nigeria has its own problems which affect the teaching of GST courses. One of the major problems over the years has been lack of adequate infrastructure. According to findings, forty percent of students taking GST courses in the University do not attend lectures, owing to lack of space in the lecture halls in most federal universities (Ajayi & Adeniji, 2012). There are few lecture rooms allocated for the teaching of GST courses in the university, and even that, the environment around those few is not conducive. Most times, the lecture sessions are disrupted by a lot of background noise, thereby causing distraction.

Overcrowded classrooms during GST classes present a problem to lecturers and students in university of Jos. Although there are policies put in place to alleviate the problems of overcrowding in lecture halls through the admission quota by the National Universities Commission, this is not being implemented and has continued to create problems to the university in recent years. The learner to teacher ratio relates directly to the quality of education. The problem impact negatively on lecturers in university of Jos, as quality of teaching

and learning diminishes in an environment that is overcrowded as is the case in most GST lecture halls (Hall A1, MPA, Hall 185, Law Auditorium, etc). As such it is very easy for lecturers to become frustrated when experiencing problems that prevent them from achieving educational outcomes.

In a classroom, there is diversity and learners have different needs. Learners learn at different levels and some learners may require individual attention due to a learning barrier. In University of Jos, most lecturers are not trained to deal with diversity especially in GST classes which most often have over 500 students. The universities did not cater to students with special needs and disabilities during GST lectures.

University education in Nigeria has been characterized by incessant strikes that disrupt academic calendars; as a result, university of Jos like most federal universities has a disjointed academic session instead of a harmonized calendar for a completion of a particular course or program. The scenario is not just affecting time frame for graduation, but also the lecture time. There are many instances where by lecture syllabus/course outline for a particular semester are not covered to the detriment of students. According to Okebukola (2004), some universities end up running some kind of crash program instead of proper lectures that are designed to impart proper university education.

As stated above, the problem of lack of sufficient lecture halls has resulted in lecture clashes in University of Jos. Students were at the receiving end of such scenario and have to make a decision to attend one lecture and forfeit the other. Experiences in Unijos have shown that when such clashes involve General Studies courses, students are most likely to abandon GST lectures in favour of their departmental lectures. There is general feeling among most students that GST lectures/courses are not that important and therefore they can afford to miss such lectures without consequences.

Since students study time is formally structured on a definitive time frame, some kind of support services will help students to navigate the turbulent waters of university education. Studies have shown that when good support services are being used as a supplementary tool in school, it can benefit weaker

students (Tripp and Roby, 1996).

In view of the above, this paper seeks to briefly look at planning students' enrollment figures and the various students' support services available in university of Jos, particularly as it regards to quality teaching and learning of General Studies (GST) courses. Specifically the paper looked at:

- Some problems affecting the teaching/ learning of General Studies in university of Jos.
- The knowledge of support services among students and how they relate to the teaching/learning of GST courses
- Various teaching aids and their significance in teaching/learning of GST courses
- To understand which of the support services is/are mostly used by students to complement their regular classroom lectures.
- The feasibility of a GST Resource Center (portal) in promoting teaching/learning among students, etc.

It is hoped that the study outcome will serve as tool for the government to implement effective policies that could balance enrollment figures with adequate support services to students for quality teaching and learning in the Nigerian university system as a whole.

Projected Enrollment of Students and Support Services

There are various enrollment projections made by some scholars who are mainly concerned with the current standard of tertiary education in the country. Most of these figures are centered around teacher/student ratio; the idea is to point out the widening gap and abnormalities in the system. For instance, in their paper titled: Access to University Education in Nigeria, Ofoegbu and Agboola (2010:34) pointed out that:

Despite what is considered to be upward in enrollment figures of students in university across the country, the figures are still very low as compared to other countries. Even at that, the universities in Nigeria do not have the capacity to manage their students effectively, affecting quality assurance in the

system. The government is dwelling on basic education without building a strong framework for the higher education that could provide the necessary policies committed to equity, access, quality and efficiency.

Talking about access, the Joint Admission and Matriculation Board (JAMB, 2009) annual report cited the actual student enrollment figure for the year 2008 as little above One Million, One Hundred and Ninety Two Thousand (1,192,050). The figure is projected to rise to between 1.5 to 1.7 million by the year 2010. These figures simply indicate the need for other sectors in the system to also rise in order to compliment the anticipated number of students; which the JAMB report did not indicate.

The above figure was collaborated by Kola and Agboola (2015) who projected student's enrollment into the nation's university to rise from 2.8 million in 2015 to over 5.7 million in the year 2020. Unlike the JAMB 2009 report, these latest projections and number of academic staff required from 2010 to 2020 showed that there exist a huge gap that should be filled between the expected enrollment and the number of academic staff requirements for the future. This position was also supported by NUC (2002b) and Adeyemi (2013) who asserts that:

Universities in the country lack enough manpower and the capacity to absorb qualified candidates. The number of academic staff between 1997 and 1999 declined by 12%, while enrollment expanded by 13%. The enrollment figures are expected to rise between 2010 and 2015 with the establishment of some federal universities.

With obvious student's enrollment and the required academic manpower between 2010 and 2020 as projected by scholars above, the feeling is that the capacity of the current university structures in the country may be inadequate to cope with, especially in teaching courses like the General Studies (GST). Proper functioning of the system will require efficient students support services that will

accommodate current and future enrollment challenges.

The terms 'students' support services' refer to those parts of learning which are additional to the provision of a particular course content, which can be either 'learner support' or 'learning support' (Tait, 2003). Learner support comprises all the assistance provided by an e-learning system which matches the facilities which a face-to-face system provides for the success of its students. Learning support has to do with the assistance provided by the institution in the actual process of learning to ensure that the learning tasks are performed successfully (Keegan, 2014). The focus here is on the learning support in federal universities in Nigeria; especially as it affects learning and teaching.

The triple mandates of tertiary institutions are teaching, learning and research. The quality of teaching/learning in any institution is a determinant of success in the educational goal and objectives of that institution. The major actors in the teaching-learning process are the teachers and students. While the teachers are expected to have the competences and skills in curriculum delivery, the students are expected to show high level commitment to learning. Maduewesi (2005) lamented on the dearth of competent and qualified teachers in Nigerian schools and recommended the need to formally instill the principles of teaching in all academics; this will help enhance the right support services to students. The success of every school program, especially teaching and learning, is dependent on the availability of the right type of support services, including the right quality and calibre of teachers (Obanya, 2002). Other students support services include good library, Internet facilities, teaching aids (public address system, projectors), a dedicated resource centre or Web Portal, etc.

i. Lecturers as support service providers

There is no argument to the fact that lecturers are at the forefront as regards to students support in any university. Lecturers play an important role in the trajectory of students throughout the formal schooling experience. Although most research regarding lecturer-student relationships only

investigate the elementary years of schooling, lecturers have the unique opportunity to support students' academic development at all levels of schooling (Baker et al., 2008).

University lecturers who support students in the learning environment can positively impact their academic outcomes; which is important for the long-term trajectory of school and eventually employment (Silver et al., 2005). When lecturers form positive bonds with students, the classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Students who have positive relationships with their lecturers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and development (Hamre & Pianta, 2001).

Student/lecturer relationship in most federal universities is seen from different points rather than academics. Most of these relationships are shrouded with cases of sexual harassment and exploitation of students. Even for few who have the interest of students at heart, the lecturer/student ratio is a big challenge towards achieving the positive impact of such relationships.

ii. Library as a support service

Students and lecturers need library resources to succeed. A university library is an academic library that supports school programs as well as the teaching and learning process. University libraries serve students by providing materials to meet their various needs and encouraging reading and research. Martin (2000) notes that reading scores for students in colleges that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development.

The state of most university libraries is relatively poor, as observed by Eze, (2013). According to him, university libraries in Nigeria lack infrastructures like steady power supply, internet facilities and even adequate number of computers to support automation. Most of the libraries agreed to have installed Internet facilities, in the past but are currently non functional. This has

been due to lack of finance to sustain and maintain these facilities. Ebiwolate (2010), also lamented the lack of ICT and inadequate professionals to effectively handle students' needs as some of the major problems facing Nigerian public libraries. He further added that:

Most university libraries obviously do not have enough professionals as required and subsequently, there has been little or no training for the available workers towards acquiring the necessary skills in this regard. Adequate provisions are not made for the training of public librarians due to the lamented lack of fund. Even sponsorship to general professional workshops, seminars and conferences like that of Nigerian Library Association conferences and sessions cannot be afforded by most of the university libraries not to talk of special skill acquisition workshops that are likely to cost more.

iii. Internet Facilities

The integration of Internet in teaching and learning is widely considered as a medium through which variety of methods and teaching principles may be considered. However, the use of Internet as a teaching aid has its own form of complications because it requires certain basic skills from both lecturers and students. Nonetheless, when it comes to the university education, the internet connectivity has gone from "can do without" to "necessity".

With many of the services that were once done in person now being online, Internet connectivity is a must have in order to get by among students. Services such as; online registration, online class support services like "Chat Group", emailing lecturers/professors, updates on school and class cancelation, submitting assignments, etc, all require the Internet. The need for the Internet as a form of student support service is undeniable and those without it are almost destined to be behind. Universities in Nigeria have made strides in helping students by providing Internet services in most computer labs, libraries and WiFi around most

campuses, however, they are not problem free. There are problems of adaptation and low Internet facilities in most federal universities. Adevbiele (2016), observed that there is a problem of resourcing issues like class size and lecturer/ student preparation for the new mode of teaching and learning as well as other uses of new technologies. Pedagogical issues like the need to re-design the course content for different delivery modes also hinders some lecturers in federal universities. In some cases both lecturers and students may lack the basic skills to access, process and use ICT for teaching and learning altogether.

iv. Teaching aids

In order to enhance learning activities, and avoid the situation of getting students bored during lecture sessions, thereby retaining less of what was taught, University of Jos and some federal universities have encouraged teaching staff through workshops and seminars to use pictures, short video clips on any subject matter to enhance their lecture delivery. These help students to have a vivid picture or real scenario of a particular context. The significance of teaching and learning through this medium according to Charles and David (2013), have the potential to facilitate almost any educational experience; allowing learners use video and other audio visual facilities anywhere in the world; use specialized software and tools, and collaborate on shared documents, among many others.

Teaching aids that will provide support to students in large classrooms include: multimedia projectors, white boards, electronic boards, wireless microphones, e-learning and other teaching aids gadgets. Power point presentation and slides are commonly used to project the lecture materials and contents to students; which by all means can be very effective in teaching GST courses in federal universities in Nigeria.

v. A Resource Centre (Web-Portal)

As part of learning support that involves assistance provided by universities/institutions in the actual process of learning, a dedicated Resource Centre or Portal can be effective in this direction as a form of

support service to students. This is the Learning Phase which facilitates online learning. Online learning typically occurs via access to e-Learning content, discussion/ lecture forums online. These structures support both students to students and students to lecturers' interaction.

A dedicated website as a support service in teaching GST courses in federal universities is in line with e-learning program. The idea is to demonstrate that, adequate utilization of the Information and Communication Technology (ICT), can provide huge access to knowledge more cheaply and easily. Such web portal will provide a learning environment that is self paced, learner controlled and individualized; which can be utilized in the teaching of GST courses in high institutions across the country. The portal will among others: Provide precise/quality lecture delivery, using relevant and experienced lecturers to students, provide easy access to GST lecture series online and always, improve participation of students in an environment that lacks teaching facilities, promote learning at home among students especially now that every student can easily access devices that can access internet.

The portal can also serve as a means to further enhance internet presence of Nigerian scholars, a key ingredient in global universities ranking (Okojie, 2015). Other significance of a dedicated Web-Portal that will help enhance GST teaching in federal universities in Nigeria as highlighted by Keegan (2015) includes:

- Dispatch of printed and other physical learning materials for students
- Instruction on Online Learning skills and techniques for students
- Bulletin Boards for Online discussion rooms for all students to ask questions, learning support documents, etc.
- Online tutorials to support students in meeting their learning objectives.
- Student - Self Assessment, an online facility to check learning progress during the course.

Theoretical Framework

The rational comprehensive planning theory propounded by Faludi and Needham (1973) formed

the framework for this paper. The theory is widely used approach because of its fundamental classical elements that include; goal-setting, identification of policy alternatives, evaluation means against ends and implementation of policy that is a point departure for most other planning approaches. The use of this theory allows for the evaluation of procedures such as operation research, systems analysis and forecasting (projections) research.

Furthermore, the theory looks at problems from a system viewpoint, which in this case is the university education system; using conceptual means relating to resources (human, infrastructure, funds, etc) and constraints (in the area of teaching/learning). The theory also relies heavily on numbers and quantitative analysis (in this case students' enrollment figures as regards to teacher/students ratio and support services available in universities).

The theory also has a definitive procedure for solving a known class of a system problem that is capable at arriving at an optimal solution. It allows for planning for the entire educational system of a country for a period of years through the use of extrapolation and quantitative analysis.

The relevance of this theory to this paper is based on the fact that students enrollment into university education should correspond with the available support services on ground for effective teaching and learning. This of course will require grand design or strategic plan of action for a particular period of time, which the comprehensive planning theory stipulates.

METHODOLOGY

A research on enrollment of student visa-vi teaching/learning support services such as this one, calls for a method that will elicit responses from the main stakeholders. To this end, a contextual analysis of enrollment figures in University of Jos from 2012 to 2016 as well as a survey was conducted to generate data for the study. These measuring instruments provided the opportunity to obtain data/ responses for the study. Using the purposive

sampling procedure, a sample size of 400 respondents was used for the study. In addition, a record stock of academic staff teaching General Studies in university of Jos were collected and used in this paper as an impact factor; using 2012/13 as the base year. The data generated through were collated, presented and analyzed using table, simple percentages, and frequencies; as seen below:

Table 1: Student enrollment and academic staff in the Division of General Studies, University of Jos.

Year	Enrollment	Growth rate (%)	Number of Academic Staff Teaching GST per Semester	Growth rate (%)
2012/13	3800	-	16	-
2013/14	4100	7.9	16	-
2014/15	5300	22.6	17	5.8
2015/16	7100	25.3	17	5.8
2016/17	7454	4.7	19	10.5

Source: Author, August, 2017

The table above shows an increase in enrollment and the number of academic staff teaching General Studies (GST) in university of Jos from 2012 to 2017. The table shows that students' enrollment grew from 3,800 in 2012/13 academic year to 7,450 in 2016/2017 academic session; while the number of academic staff grew from 16 to 19 within the same period.

Table 2: Students population/Support services available in the Division of General Studies, University of Jos from 2012 – 2017

Year	Students Population	Number of Lecturers per semester	Lecture halls	GST course materials (Books)	Resource centre (Portal)	Available Teaching Aids
2012/13	3800	16	5	4	-	2
2013/14	4100	16	5	4	-	2
2014/15	5300	17	5	5	-	2
2015/16	7100	17	5	4	-	2
2016/17	7454	19	5	4	-	2

Source: Author, August, 2017

The table above indicates that the teacher-student ration in a GST class is 256:1 in 2013/2014 academic session in University of Jos, while it is currently 392:1 (2016/17 academic year. However, the challenge is with the number of lecture halls as compared to the students' population. The ratio was 1060:1 in 2014/15 session; the figure increased to 1420:1 in 2015/16 academic session. There is no Resource Centre (Portal) to compliment access to general studies course materials for students as indicated on the table.

Table 3: Projected Academic Staff Requirement/Teaching aids for GST teaching for the periods 2017-2020 in University of Jos

Year	Projected Student enrollment	Projected Academic staff Required (1:250 Ratio)	Lecture halls Required	Minimum Teaching aids required	Resource Centre (GST Portal) Required
2017	7454	29	29	3	1
2018	8568	34	34	3	1
2019	9686	38	38	3	1
2020	10804	43	43	3	1
2021	11922	47	47	3	1

Source: Author, August, 2017

The projected students enrollment/academic staff required was made based on the past records. The annual rate growth was held constant for the study, which is 15% on the average from 2017 to 2021. The table revealed that the students' enrollment will increase from 7,450 to 11,922 in the year 2021. Using the ratio of 250:1, the number of lecturers required to teach GST courses in 2020 academic session is 43; which coincidentally equals the number of lecture halls needed by that time. With a dedicated GST Resource Centre, the minimum teaching aids required to effectively teach GST courses is three (laptop, projector, Public Address system)

It is important to state that out of the 400 copies of the questionnaire administered, 2 were wrongly filled making a total of 2 representing 0.5% mortality rates. To this end, the author worked with the 398 copies of the questionnaire. Whereas the first item seeks to understand students' level, the second item or question tries to know whether or not students have knowledge and understanding of the various support services as regard to learning/teaching in school. The results showed that little above 52 percent of the respondents have knowledge of students' support services in the university; however, there is still need to create more awareness on the existence of various support services available to students as reflected by the findings below.

Inadequate lecture halls as well as over crowding during lectures were identified as the major problems of GST teaching/learning in university of Jos. This goes to once again highlight infrastructural problems in most of the Federal Universities in Nigeria; as collaborated by Ajayi and Adeniji (2012) who said that sizeable percent of students taking GST courses do not attend lectures, owing to lack of adequate lecture halls which often results to over crowding in most Federal Universities. Basic teaching aids such as multimedia projectors, white boards, wireless microphones and other teaching gadgets have also been identified among problems of GST teaching by the respondents. However, Public Address System (PAS) is commonly used during GST lectures in the university to get across to large number of students.

The use of the university library and computer centers by students as basic support services to promote learning were also identified by the respondents. Whereas computer centre serve as a base where students obtain past GST questions papers and photocopies of relevant lecture materials, a university library is an academic library that supports school programs as well as the teaching and learning process. University libraries serve students by providing materials to meet their various needs (Martin, 2000). The study found the use of multimedia projectors/power-point as the most effective tool in teaching and learning of GST courses. These will help students to have a vivid picture or real scenario of a particular context. The significance of

Table 4: Response rate among students on support services/problems of GST teaching in University of Jos.

Which of the following do you consider as the major problem of GST teaching/learning in the university of Jos?	Frequency	Percentage(%)
Inadequate lecture halls	109	27.3
Lack of teaching aids	94	23.6
Inability to access lecture materials	56	14.1
Lecture clashes	42	10.6
Over-crowding	97	24.4
Total	398	100
Which of the following teaching aid is used in your class during GST lecture sessions?		
Public Address System	293	73.6
Power-point/projector	0	0.0
I & ii	0	0.0
None	105	26.4
Total	398	100
Which of the following students' support services do you use often to enhance your learning at school?		
Library	128	32.2
School computer lab.	76	19.1
University Resource Centre/portal	0	0.0
Lecturers	61	15.3
I & II	98	24.6
All	29	7.3
None	6	1.5
Total	398	100
Which of the following do you consider most vital in the teaching/learning of General Studies (GST) courses?		
Public Address System	145	36.4
Power point	158	39.7
GST Portal/Resource Centre	95	23.9
Total	398	100
Are you willing to use a GST Resource Centre (Portal) to compliment your lecture sessions in school?		
Yes	371	93.2
No	27	6.8
Total	398	100

Source: Author, August, 2017

teaching and learning through this medium according to Charles and David (2013) has the potential to facilitate almost any educational experience.

Perhaps the most significant findings in this paper is the desire and willingness of the

respondents to use a resource center (GST Portal) to complement their current lecture sessions in school. The portal will not only serve as means to online access to lecture materials but also promote individual learning that is self-paced, always and everywhere among students.

Conclusion/Recommendations

The enrollment figures of students in the nation's universities are not quite high as compared to other parts of the world. In fact the figure is low for a nation of about 200 million people in which more than 45% of the population falls within the school going age. The problem lies within the capacity of most federal universities to adequately manage the current students' population in terms of teaching and learning. The enrollment figures kept increasing in recent years, whereas the corresponding resources (manpower, infrastructure, finance, etc) which form the basis of support services in most federal universities were not improved upon.

At this level, there is urgent need to reduce the widening gap between students' enrollment and the adequate support services available to enhance quality teaching and learning. As a quick fix to what appears to be inadequate students support services in university of Jos, adequate integration of ICT can promote significant changes in the practice of teaching and learning of GST courses which can be beneficial to students. ICT offers a student centered learning; it supports knowledge construction, distance education and learning at any time. It expands the pool of teacher and students as well, Oliver(2012).

This paper therefore recommends that, teaching aids such as multimedia projectors, laptops, white boards, electronic boards, wireless microphones, power point presentation and slides etc, should be provided to enhance lecture delivery and contents to students. Since the current crop of students in Nigerian universities are obsessed with internet gadgets, a GST resource centre (Portal) should be created and be made accessible to them to complement current GST teaching/learning standards.

For university libraries to provide the basic support services to students, there is need for funding to provide resources and services to their users and meeting up the standard of 21st century libraries, having been equipped with current ICT facilities like functional internet, computers and related infrastructure like stable power supply.

It is expected of every lecturer to have a good

understanding and full grasp of their subject. This will enhance quality delivery and effective learning outcomes especially when it involves large class such as the GST lectures. Lecturers are also encouraged to connect to the World Wide Web for any other information that could be useful in enhancing students' total understanding of the subject. Internet is inevitable and must be made available to support this drive in all universities.

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