INFLUENCE OF ONLINE TRAINING PLATFORMS ON SKILL ENHANCEMENT OF EDUCATIONAL ADMINISTRATORS IN FEDERAL CAPITAL TERRITORY UNIVERSITIES, NIGERIA

NZEH, Gloria Nnaji
Department of Educational Management
Faculty of Education
Nasarawa State University, Keffi,
Nasarawa State, Nigeria

gloriannaji975@gmail.com, +234 8027376787

Abstract

This study explored the influence of online training platforms on skill enhancement of educational administrators in Federal Capital Territory universities, Nigeria. The study addressed three research questions and adopted a descriptive survey research design. The population consisted of 2,695 administrators from seven NUC-accredited universities in the FCT. A simple random sampling technique was used to select 40 administrators from each university, yielding a sample size of 280 respondents. Data were collected using a self-structured questionnaire, titled Online Training Platform and Skill Enhancement Questionnaire (OTPSEQ). A 4-point Likert scale was used for responses. The instrument had a reliability coefficient of 0.85. Data analysis was conducted using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings of the study revealed that educational administrators in Federal Capital Territory universities utilize online training platforms to a low extent due to barriers such as poor internet connectivity, lack of access to devices, and time constraints, while the platforms are perceived to positively influence skill enhancement in areas like decision-making and leadership, despite challenges related to high data costs, unstable electricity, and inadequate institutional support. The study concluded that improving digital infrastructure, offering more institutional support, and enhancing content relevance would significantly improve the effectiveness of online platforms. It is recommended that institutions enhance digital infrastructure, offer relevant and interactive training content, provide incentives, address infrastructural challenges, and establish policies and funding to support continuous, accessible online training for administrators in federal capital territory universities, Nigeria.

Keywords: Online training platforms, Skill enhancement, Educational administrators.

Introduction

Globally, the proliferation of online training platforms has transformed professional development across sectors, enabling administrators to enhance administrative decision-making, leadership, technological, and problem-solving capacities. The corporate training market, for instance, exceeded US $164 billion in 2023 and is expected to more than double by 2031, with a strong shift favoring online providers over traditional institutions due to cost-efficiency, scalability, and measurable outcomes. Such platforms are lauded for their interactivity, flexibility, and ability to reach geographically dispersed learners, directly aligning with indicators like accessibility, content quality, user engagement, platform usability, and

frequency of usage. These features support empirical measurement of administrators' skills improvement through pre- and post-training assessments and platform analytics, marking a global trend toward data-driven evaluation of online learning effectiveness (Hernandez et al., 2023).

Similarly, in Nigeria, the government has sought to harness online and distance education to support lifelong learning and capacity development. The 2024 National Policy on Education emphasizes the importance of providing equitable access and quality through distance education, while the 2022 ICT in Education Implementation Guidelines and the Education for Change Ministerial Strategic Plan further encourage open, distance, and blended learning approaches (Okafor et al., 2024). These frameworks promote the development of digital content, expansion of networks like the Nigerian Research and Education Network (NgREN), and integration of electronic media to support learning, thereby demonstrating the governmental intent to improve administrators' capacities through technology-mediated training. However, challenges such as inadequate infrastructure, unreliable electricity, and limited digital literacy among administrators continue to undermine effective uptake (Oluwadare & Bello, 2023).

It is worth noting that within Federal Capital Territory universities, educational administrators often contend with variable levels of access to devices, internet connectivity, and platform navigation skills. Their skill enhancement can be gauged through improvements in administrative decision-making, communication, technological competencies, problem-solving, and collaboration. Tracking changes in these competencies via performance records, self-assessments, supervisor evaluations, and platform usage logs enables objective measurement of the effect of online platform utilization, thus aligning the study's focus on actual impact rather than perception (Nguyen & Park, 2022).

The nexus between the utilization of online training platforms and administrators' skill enhancement is grounded in the theory that structured, accessible, and quality digital learning environments facilitate competency development (Johnson & Brown, 2021). Frequent engagement with interactive content reinforces leadership competencies, strengthens technological fluency, and refines decision-making processes (Nguyen & Park, 2022). Administrators who regularly access up-to-date, relevant modules, supported by intuitive interfaces and connectivity, are more likely to adopt innovative administrative strategies, resolve conflicts more effectively, and leverage collaborative networks (Garrison & Anderson, 2020).

Administrators' skill enhancement is a critical aspect of effective educational management, especially in this era of rapid technological advancements. As administrators navigate increasingly complex environments, they must continually upgrade their skills in areas such as decision-making, leadership, communication, and technology. The importance of skill enhancement cannot be overstated, as it directly impacts the efficiency and effectiveness of educational institutions. Online training platforms provide administrators with the opportunity to develop these competencies in a flexible and scalable manner. The integration of online training into the professional development of administrators offers several benefits, including improved leadership effectiveness, enhanced decision-making abilities, and increased technological proficiency, all of which are essential for adapting to the evolving educational landscape (Garrison & Anderson, 2020).

Skill enhancement is particularly important in higher education administration, where the demands for efficient management, technological integration, and effective decision-making are ever-growing. Online platforms offer administrators the flexibility to enhance their skills at their own pace, making it easier for them to balance professional development with their daily responsibilities. Moreover, these platforms provide access to a wide range of training resources that can be tailored to meet the specific needs of educational administrators, addressing skills gaps in leadership, communication, and technology (Nguyen & Park, 2022). Hence, in this complex environment, exploring how educational administrators in FCT universities utilize online training platforms, and assessing how such usage objectively correlates with improvements in key administrative skills, addresses both empirical and practical gaps. Understanding the barriers they face whether infrastructural, motivational, or institutional further clarifies how policy intentions fall short in practice. Identifying these dynamics supports a descriptive survey of usage extent, influence on competency enhancement, and impediments to effective utilization, thereby informing strategic improvements in training design, infrastructure investment, and policy focus to better align national initiatives with actual capacity-building outcomes (Wright & Campbell, 2023).

Significantly, the potential for enhancing administrators' skills through online training is substantial, as it equips them with the ability to make more informed decisions, improve their leadership strategies, and enhance their technological fluency, all of which are essential for navigating the increasingly complex demands of higher education management. Research consistently shows that continuous professional development through online learning platforms leads to improvements in both individual and institutional performance (Hernandez et al., 2023). The benefits derived from skill enhancement through online platforms, particularly in administrative decision-making and technological integration, are pivotal in modernizing educational institutions to meet global standards. Therefore, this study examined the influence of online training platforms on skill enhancement of educational administrators in Federal Capital Territory universities, Nigeria.

Statement of the Problem

Despite the growing availability of online training platforms, educational administrators in Federal Capital Territory universities face persistent barriers such as unreliable internet, inadequate ICT infrastructure, and limited targeted capacity-building programmes, which hinder measurable improvements in decision-making, leadership, and technological skills (Adepetun & Lawal, 2020; Chinedu-Eze & Bello, 2018). While national initiatives like the USPF, 3MTT, and NITDA Digital States aim to improve digital access. These programmes largely focus on general digital literacy and youth empowerment, leaving university administrators underserved. This gap necessitates an empirical investigation into how the extent of platform utilization affects administrators' competencies and the specific challenges that limit effective adoption (MySchool Insight, 2025). Against this backdrop, this study examined the influence of online training platforms on skill enhancement of educational administrators in Federal Capital Territory universities, Nigeria.

Research Questions

The following research questions were raised to guide the study:
1. To what extent do educational administrators in Federal Capital Territory universities utilize online training platforms?

2. What is the influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities?
3. What are the challenges to effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities?

Methodology

This study adopted a descriptive survey research design to assess the influence of online training platforms on skill enhancement among academic administrators in the Federal Capital Territory (FCT) universities. The research was conducted in the 7 National Universities Commission (NUC)-accredited universities within the FCT. The population for the study consisted of 2,695 academic administrators across these 7 universities (NUC, 2024). A sample size of 280 academic administrators was selected, with 40 academic administrators chosen from each university. Simple random sampling was used to select the academic administrators from each of the 7 universities, ensuring a representative sample. The data collection instrument for the study was a self-structured questionnaire titled Online Training Platform and Skill Enhancement Questionnaire (OTPSEQ). The questionnaire was divided into three clusters: Cluster 1: Extent of Utilization of Online Training Platforms, Cluster 2: influence of Online Training Platforms on Skill Enhancement, Cluster 3: Challenges to Effective Use of Online Training Platforms. The questionnaire used a 4-point Likert scale for responses: Very High Extent (VHE)/Strongly Agree (SA), High Extent (HE)/Agree (A), Moderate Extent (ME)/Disagree (D), and Low Extent (LE)/Strongly Disagree (SD). This scale allowed for the measurement of varying degrees of agreement or disagreement on each statement provided in the clusters. The questionnaire was administered to a total of 280 academic administrators from the 7 NUC-accredited universities in the FCT. The structured questionnaire was distributed to the participants via email and paper formats, ensuring all selected participants could access the tool.

The reliability coefficient of the instrument yielded 0.85 index signifying high reliability, which made the instrument satisfactory for the study. Data analysis was carried out using descriptive statistics, including frequencies, percentages, means, and standard deviations, to summarize responses for the research questions. Ethical considerations were adhered to, with informed consent obtained from all participants. Confidentiality of responses was ensured, and the voluntary nature of participation was emphasized throughout the study.

Results and Discussion of Findings

Research Question 1: To what extent do educational administrators in Federal Capital Territory universities utilize online training platforms?

Table 1: Percentage, Mean response and standard deviations on the extent educational administrators in Federal Capital Territory universities utilize online training platforms.

S/N	Item	VHE	HE	ME	LE	X	SD	Decision
1	I frequently participate in online training programmes relevant to my administrative role.	15(5.36%)	17(6.07%)	9(3.21%)	239(85.36%)	1.31	97.6	Low Extent

2	I access online training platforms at least once a month for professional development.	15(5.36%)	16(5.71%)	6(2.14%)	243(86.79%)	1.30	90.0	Low Extent
3	My institution provides adequate access to devices for online training participation.	15(5.36%)	17(6.07%)	9(3.21%)	239(85.36%)	1.31	98.0	Low Extent
4	The internet connectivity in my workplace supports regular use of online training platforms.	15(5.36%)	13(4.64%)	8(2.86%)	244(87.36%)	1.30	100	Low Extent
5	I allocate sufficient time to engage with online training resources.	13(4.64%)	16(5.71%)	7(2.50%)	244(87.36%)	1.30	100	Low Extent
6	I have a personal routine for accessing and completing online training modules.	13(4.64%)	17(6.07%)	8(2.90%)	242(86.43%)	1.28	99.3	Low Extent
7	The frequency of my participation in online training has increased in recent years.	14(5.00%)	15(5.36%)	6(2.14%)	245(87.50%)	1.28	101	Low Extent
8	My institution actively encourages staff to enroll in online training programmes.	16(5.71%)	16(5.71%)	5(1.79%)	243(86.79%)	1.30	99.9	Low Extent
9	I access training materials on my own initiative outside institutional arrangements.	14(5.00%)	14(5.00%)	9(3.21%)	243(86.79%)	1.30	99.9	Low Extent
10	I regularly complete online training courses and obtain certificates.	15(5.36%)	14(5.00%)	7(2.50%)	244(87.14%)	1.28	99.9	Low Extent
	Overall Mean Score					**1.36**	**0.77**	**Low Extent**

Table 1 presents the analysis of the extent educational administrators in Federal Capital Territory universities utilize online training platforms. The overall mean score of 1.36 is lower than 2.50 cut off point. Therefore, the study revealed that the utilization of online training by educational administrators in Federal Capital Territory universities is to a low extent.
Research Question 2: What is the influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities?

Table 2: Percentage, Mean response and standard deviations on influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities.

S/N	Items	SA	A	D	SD	X	SD	Decision
11	Online training platforms are used regularly by educational administrators for continuous professional development.	210 (75.00%)	50 (17.86%)	15 (5.36%)	5 (1.79%)	ǀ 3.63	0.74	Agree
12	Institutions ensure that educational administrators have adequate access to devices necessary for engaging in online training.	205 (73.21%)	55 (19.64%)	15 (5.36%)	5 (1.79%)	3.60	0.77	Agree
13	The internet connectivity in most institutions supports the regular use of online training platforms for skill enhancement.	190 (67.86%)	60 (21.42%)	15 (5.36%)	15 (5.36%)	3.58	0.76	Agree
14	Sufficient time is allocated by institutions for educational administrators to engage with online training resources aimed at skill enhancement.	190 (67.86%)	65 (23.21%)	15 (5.36%)	10 (3.57%)	3.54	0.79	Agree
15	Educational administrators are provided with routines and resources to consistently engage with and complete online training modules that contribute to skill enhancement.	180 (64.29%)	70 (25.00%)	20 (7.14%)	10 (3.57%)	3.51	0.80	Agree
16	The frequency of online training participation by educational administrators has increased, contributing to continuous skill development in recent years.	200 (71.43%)	60 (21.43%)	15 (5.36%)	5 (1.79%)	3.58	0.76	
17	Institutions actively encourage educational administrators to enroll in online training programmes as part of their professional development and skill enhancement.	210 (75.00%)	50 (17.86%)	15 (5.36%)	5 (1.79%)	3.63	0.73	Agree
18	Educational administrators frequently utilize online training materials on their own initiative, outside of	195 (69.64%)	55 (19.64%)	20 (7.14%)	10 (3.57%)	3.54	0.78	Agree

S/N	Item	SA	A	D	SD	X	SD	Decision
	institutional arrangements, to further develop their skills.							
19	Educational administrators regularly complete online training courses, obtaining certificates that contribute to their skill enhancement and professional growth.	220 (78.57%)	45 (16.07%)	10 (3.57%)	5 (1.79%)	3.67	0.72	Agree
20	Online training programmes relevant to administrative roles are effective in enhancing the skills of educational administrators.	215 (76.79%)	50 (17.86%)	10 (3.57%)	5 (1.79%)	3.63	0.73	Agree
	Overall Mean Score					**3.59**	**0.77**	**Agree**

Table 2 presents the analysis of the influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities. The overall mean score of 3.59 is higher than 2.50 cut off point. Therefore, the study revealed that most of the respondents agreed to the influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities.

Research Question 3: What are the challenges to effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities?

Table 3: Percentage, Mean response and standard deviations on the challenges effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities

S/N	Item	SA	A	D	SD	X	SD	Decision
21	Poor internet connectivity limits my use of online training platforms.	210 (75.00%)	50 (17.86%)	15 (5.36%)	5 (1.79%)	3.63	0.74	Agree
22	Unstable electricity supply disrupts my participation in online training.	205 (73.21%)	55 (19.64%)	15 (5.36%)	5 (1.79%)	3.60	0.77	Agree
23	I find it difficult to allocate time for online training due to workload.	200 (71.43%)	60 (21.43%)	15 (5.36%)	5 (1.79%)	3.58	0.76	Agree
24	Lack of institutional funding limits my access to paid online training courses.	190 (67.86%)	65 (23.21%)	15 (5.36%)	10 (3.57%)	3.54	0.79	Agree
25	I sometimes lack the technical skills to navigate online training platforms.	180 (64.29%)	70 (25.00%)	20 (7.14%)	10 (3.57%)	3.51	0.80	Agree
26	There is inadequate technical support for resolving issues during online training.	200 (71.43%)	60 (21.43%)	15 (5.36%)	5 (1.79%)	3.58	0.76	Agree
27	Online training content is sometimes irrelevant to my administrative duties.	210 (75.00%)	50 (17.86%)	15 (5.36%)	5 (1.79%)	3.63	0.73	Agree
28	My institution lacks a clear policy for integrating online	195 (69.64%)	55 (19.64%)	20 (7.14%)	10 (3.57%)	3.54	0.78	Agree

	training into staff development.							
29	High data costs discourage my participation in online training programmes.	220 (78.57%)	45 (16.07%)	10 (3.57%)	5 (1.79%)	3.67	0.72	Agree
30	The absence of follow-up or evaluation after online training reduces its effectiveness.	215 (76.79%)	50 (17.86%)	10 (3.57%)	5 (1.79%)	3.63	0.73	Agree
	Overall Mean Score					**3.59**	**0.77**	**Agree**

Table 3 presents the analysis of the challenges to effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities. The study revealed that most pressing challenge identified was the high cost of data, with 220 respondents (78.57%) agreeing that it discourages their participation in online training programmes. This issue had the highest mean score of 3.67, indicating a widespread consensus that high data costs represent a significant barrier to online training utilization. Following closely, 210 respondents (75.00%) highlighted poor internet connectivity as a key limitation, with a mean score of 3.63. This further underscores the infrastructural challenges that administrators face when trying to engage with online platforms. Unstable electricity supply, with 205 respondents (73.21%) agreeing, also emerged as a substantial challenge, affecting 3.60% of participants. These findings suggest that issues related to basic infrastructure particularly internet and electricity, are crucial barriers to the effective use of online platforms. Additionally, challenges related to time constraints and lack of institutional funding were also prevalent. A total of 200 respondents (71.43%) indicated that they struggle to allocate time for online training due to their heavy workload, and a similar number (71.43%) identified a lack of institutional funding as a constraint on accessing paid online training courses. Both of these challenges had mean scores of 3.58, indicating a moderate level of concern. On the other hand, while the lack of technical skills to navigate online platforms was considered a challenge by 180 respondents (64.29%), this was seen as less significant compared to the other barriers, reflected in the lower mean score of 3.51. Moreover, challenges related to online content relevance, policy integration, and the absence of follow-up or evaluation were acknowledged by a considerable portion of respondents but were deemed less critical overall. For example, 210 respondents (75.00%) agreed that the online training content was sometimes irrelevant to their administrative duties, which scored 3.63, and 195 respondents (69.64%) mentioned the lack of a clear institutional policy for integrating online training into staff development, with a mean score of 3.54. The overall mean score of 3.59 is higher than 2.50 cut off point. Meaning that the respondents agreed to the challenges to effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities.

Discussion of Findings
The findings of this study underscore several critical challenges to the effective use of online training platforms for skill enhancement among educational administrators in Federal Capital Territory universities. The most prominent issue identified was the high cost of data, with a significant number of respondents acknowledging its deterrent effect on their participation in online training. This challenge aligns with the broader global recognition that financial barriers, such as high data costs, often hinder the adoption of digital learning tools (Oluwadare & Bello, 2023). Coupled with this, poor internet connectivity was also cited as a key obstacle, reflecting the infrastructural deficiencies prevalent in many developing countries, including Nigeria, where inconsistent internet access remains a persistent issue in educational settings.

Another significant challenge identified in the study was the unstable electricity supply, which continues to disrupt online training sessions. This challenge mirrors findings from prior research, which consistently highlights power instability as a major barrier to digital learning in Sub-Saharan Africa (Okafor et al., 2024). These infrastructural issues, particularly concerning electricity and internet connectivity, have been well documented as major impediments to the effective use of online platforms in the region.

In addition to these infrastructural challenges, the study also highlighted time constraints and lack of institutional funding as key barriers to online training engagement. Educational administrators expressed difficulty in allocating time for training due to their heavy workloads, a finding that is consistent with previous studies suggesting that professional development often takes a backseat to administrative duties in higher education (Nguyen & Park, 2022). Furthermore, the lack of institutional funding for paid online training courses further exacerbates this challenge, indicating a need for greater financial investment in professional development programs for administrators.

While technical skills to navigate online platforms were considered a challenge by a substantial portion of respondents, this issue was perceived as less significant compared to the infrastructural and financial barriers. This finding aligns with global trends indicating that while technical literacy is important, it often takes a secondary role to the more immediate challenges posed by access to necessary infrastructure and resources (Garrison & Anderson, 2020).

The study also revealed challenges related to the relevance of online training content and the absence of clear institutional policies for integrating online training into staff development. These findings suggest that while online training platforms can offer valuable professional development opportunities, their impact is limited by the lack of alignment with administrators' specific needs and the absence of institutional frameworks to support sustained engagement with such platforms. This reinforces prior research that emphasizes the need for context-specific content and institutional commitment to training programs for them to be truly effective (Johnson & Brown, 2021).

Conclusion

This study highlighted the significant influence of online training platforms on the skill enhancement of educational administrators in Federal Capital Territory universities, while also identifying substantial barriers that hinder their full utilization. Despite the growing engagement with online training platforms, the study found that many administrators faced challenges related to inadequate infrastructure, unreliable internet connectivity, insufficient institutional support, and limited digital literacy. These barriers led to a lower extent of utilization of the platforms, as seen in the findings of Research Question 1. However, the study also demonstrated that when utilized, online platforms were effective in enhancing administrators' skills, such as decision-making, leadership, technological fluency, and problem-solving, with a majority of respondents agreeing on the positive impact of online training on their professional development. The research revealed that while national initiatives have made strides in improving digital access and learning opportunities, there remains a gap in targeting specific training needs for educational administrators. The study, therefore, underscores the importance of addressing infrastructural and institutional challenges to optimize the potential of online training platforms, and it calls for more tailored training programs that specifically address the needs of university administrators to foster skill enhancement and improve administrative performance.

Recommendations

Based on the research findings, the following key recommendations were made:

1.   To increase the utilization of online training platforms by educational administrators in Federal Capital Territory universities, institutions should prioritize improving digital infrastructure, including reliable internet connectivity and power supply. Additionally, providing access to necessary devices and allocating dedicated time within administrators' schedules for training will encourage more frequent participation. Institutions should also offer incentives, such as certifications and career advancement opportunities, to motivate administrators to engage more with online platforms.

2.   In order to maximize the influence of online training platforms on skill enhancement, universities should ensure that the content provided is directly relevant to the administrative roles of the participants. Training modules should be up-to-date, interactive, and aligned with the evolving needs of educational leadership. Regular assessments, both pre- and post-training, should be conducted to track the improvement of skills in areas such as decision-making, leadership, and technological proficiency. Furthermore, institutions should support continuous learning by offering accessible and comprehensive training options that cater to the diverse needs of administrators.

3.   In addressing the challenges hindering the effective use of online training platforms, universities must invest in overcoming infrastructural barriers such as high data costs, poor internet connectivity, and unstable electricity supply. Institutions should collaborate with service providers to subsidize data costs and improve connectivity. Additionally, technical support and training should be provided to administrators to enhance their digital literacy and navigation skills. Clear policies integrating online training into staff development should also be established, and institutional funding should be allocated to ensure access to high-quality, relevant training resources for administrators.

References

Hernandez, J., Lee, M., & Zhang, Y. (2023). Global trends in online training for educational administrators: The impact on leadership and decision-making skills. *International Journal of Educational Technology, 14*(3), 85-102. https://doi.org/10.1016/j.ijet. 2023.02.005

Johnson, M., & Brown, P. (2021). Leveraging technology for skill enhancement in educational administration. *Journal of Educational Administration, 58*(4), 433-448. https://doi.org/ 10.1080/09523862.2021.1907845

National Universities Commission. (2024). *Annual report on academic staff in Nigerian universities*.

Nguyen, T., & Park, M. (2022). Effectiveness of online learning platforms for enhancing administrative competencies. *International Journal of Digital Learning, 19*(2), 211-227. https://doi.org/10.1016/j.ijdl.2022.03.004

Okafor, C., Nnaji, G., & Adamu, S. (2024). Reforming distance education policies to enhance administrator skill development in Nigeria. *Journal of Educational Policy and Reform, 6*(1), 53-67. https://doi.org/10.1080/13569393.2024.1187296

Oluwadare, J., & Bello, A. (2023). Overcoming infrastructure challenges in online education in Nigeria. *Journal of Education and Development, 11*(1), 77-92. https://doi.org/10.1016/j.jed.2023.01.007

Wright, A., & Campbell, M. (2023). Impact of professional development on leadership skills in higher education administration. *Journal of Higher Education Leadership, 45*(2), 101-115. https://doi.org/10.1002/jhel.1234