



Lecturers' Perception's and Experience's on Online Learning (OL) in Tertiary Institutions Amidst Covid-19: A Case Study of Godfrey Okoye University, Enugu State, Nigeria

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Abstract:

This study explored the lecturer's perception's and experience's on Online Learning (OL) in Tertiary Institutions Amidst COVID-19 lockdown. Descriptive survey research design was adopted to collect the data. The study was guided by three research questions. The sample size for the study was 123 lecturers in Godfrey Okoye University Enugu. An online survey (questionnaire) was designed and used to collect data with a reliability index of 0.79. Frequency, descriptive statistics were used to analyze data collected, while ANOVA was used to test the null hypothesis at 0.05 level of significance. The results of the study revealed that online learning is very beneficial and convenient and that Godfrey Okoye University lecturers are equipped with skills necessary for online learning. The study further revealed that there is no significant difference on skills possessed by Godfrey Okoye University Lecturers for effective utilization of online learning based on educational level.

Keywords: Online Learning, COVID-19, Perceptions and Experiences, Tertiary Institutions.

1.0. INTRODUCTION

Learning has evolved from the traditional classroom to internet-based classroom. Internet-based classroom such as Online learning (OL) is an education that takes place over the Internet between two individuals or groups. Online learning is often referred to as electronic learning (e- learning). However, online learning is just one type of distance learning. Distance learning is the umbrella term for any learning that takes place without physical contact and did not take place in a traditional classroom. The prevalent convenience of the World Wide Web (WWW) and the comfort of using the apparatuses to browse the resources on the Web have made the online learning machinery immensely popular and the means of choice for distance education and professional exercise (Tariq, & Rachna, 2018). Muirhead (2007) noted that online learning has continued to grow in higher education, with many universities placing greater emphasis on expanding access to online education.

Sun, et al (2008) stated that drivers behind the fast growth of online learning are varied including, but not limited to increasing accessibility, advances in communication technologies, increase in student demand for flexible or distance online learning, institutional need to maintain a competitive offering of diverse learning platforms, and positive financial gains to institutions and students.

Currently, there is more increase in demand for online learning in most tertiary institutions due to coronavirus disease (COVID-

19) pandemic outbreak that affected almost the whole world. COVID-19 is a communicable disease newly discovered in the year 2019 (WHO, 2020). COVID-19 pandemic has brought changes to education especially the mode of instructional delivery, bringing rapid advancement in the use of online learning.

This study therefore, investigated lecturers' perspectives and experiences on online learning which is needed to improve the design of online learning and optimize the student learning experience. Specifically, this study had three objectives: (a) to understand lecturers' perception in the use of online learning (OL) during COVID-19 Lockdown. (b) to determine skills possessed by lecturers for effective utilization of Online Learning during COVID-19 Lockdown and (c) to explore barriers affected effective utilization of Online Learning (OL) during COVID-19 Lockdown.

In the past, many studies have been carried out on online learning. These studies, using quantitative surveys (Mullenburg & Berge, 2005), qualitative studies (Morris, 2011) or mixed methodology designs (Paechter, et al, 2010) identified positive aspects of online learning such as flexibility and convenience.

Whereas, the negative aspects of online learning identified by the studies are technical problems, delays in feedback, and feelings of isolation. Gourlay & Oliver (2014) have also revealed wide variation in student conceptions, approaches, and practices in online learning. Ellis et al (2013) found a significant

relationship between variations in conception and approach and variations in achievement.

2.0. METHODOLOGY

To meet the objectives of this study, descriptive survey research design was adopted to investigate lecturers' perceptions and experiences on the use of online learning platform for instructional delivery in Godfrey Okoye University in Enugu State during COVID-19 lockdown. Godfrey Okoye University is one of the private Universities in Nigeria.

Godfrey Okoye University continued all her academic activities online during COVID-19 pandemic lockdown. The Learning Management System (LMS) adopted by Godfrey Okoye University is called GOUNI Online Learning (GOL) Platform. All the lecturers in Godfrey Okoye University were targeted as

participants for the study, but only 123 lecturers of 193 lecturers participated. An online survey (questionnaire) was designed and used to collect data.

Online survey is considered suitable for this study because physical contacts have been discouraged by World Health Organization to avoid the widespread of COVID-19 disease.

The online survey contained 40 items for general feedback on the use of online learning platform, degree of skills possessed by lecturers, and perceived challenges. Cronbach's alpha was used to determine the reliability of the instrument, which yielded coefficient values of 0.82, 0.75, 0.80 with average coefficient index of 0.79. This value show that the instrument is sufficiently reliable. The data collected were analyzed using frequency, descriptive and ANOVA statistics.

3.0. RESULTS AND DISCUSSION OF THE FINDINGS

Data for answering objective 1 is presented in table 1

Table.1. Frequency of Lecturers' Perception of the use of Online Learning (OL) during COVID-19 Lockdown

S/N	ITEMS	AGREE (%)	DISAGREE (%)
1	I consider Online Learning useful	90	10
2	Online Learning is not relevant to the courses I teach	10	90
3	It is easy to gain knowledge in the use of Online Learning for my teaching	80	20
4	Using Online Learning enable me to enhance my teaching practices	80	20
5	Online Learning is incompatible with some/all courses I teach	30	70
6	Online Learning does not fit in with my teaching methodology	60	40
7	It is more convenient to use other style of teaching (e.g. traditional classroom) than Online Learning.	90	10
8	I feel that students are not ready for Online Learning	90	10
9	I always get help each time I have issue with Online Learning.	60	40
10	I was able to use Online Learning without available assistance	30	70
11	I was able to use Online Learning because of adequate training and support	60	40
12	I used Online Learning because someone else helped me get started	90	10
13	Acquiring the skills to use Online Learning was not easy for me amidst COVID-19	70	30
14	Using Online Learning was very frustrating	50	50
15	I feel threatened using Online Learning	40	60
16	I do not have basic ICT skills required for Online Learning	30	70
17	I prefer to teach with technology inside the classroom	70	30
Grand Summary		60.59	39.41

Table 1 shows the percentage level of lecturers' perception of the use of Online Learning (OL) during COVID-19 lockdown. From the above table 1, grand summary reveals that 60.59% of lecturers agreed on online learning and 39.41% of lecturers disagreed on online learning for academic activities within COVID-19 lockdown. Specifically, lecturers agreed with items 1, 3, 4, 6, 7, 8, 9, 11, 12, 13 and 17, but disagreed with items 2, 5,

10, 15 and 16. Whereas, lecturers had equal percentage with item 14. This is an indication that online learning is very beneficial and convenient. This study supports Paechter et al(2010) who identified online to be flexible, useful and convenient. This present study also affirms Morris (2011) who stated that online learning activities are positive and beneficial. Below figure 1 is the bar chart representation of table 1.

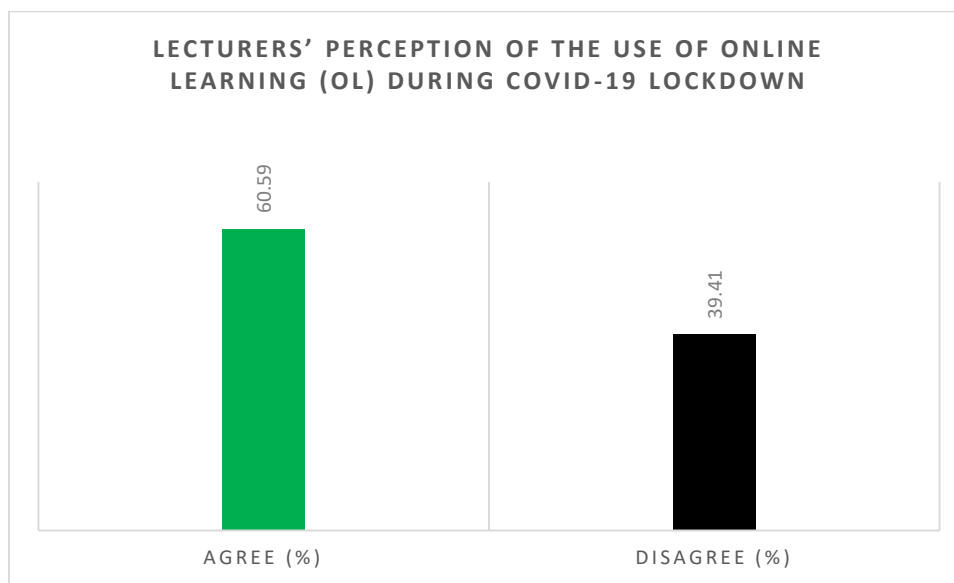


Figure.1. Percentage of Lecturers' Perception of the use of Online Learning (OL) during COVID-19 Lockdown.

Data for answering objective 2 is presented in table 2

Table.2. Analysis on Skills Possessed by Lecturers for Effective Utilization of Online Learning during COVID-19 Lockdown

S/N	ITEMS	MEAN (X)	SD	REMARK
18	Ability to download and install applications that support Online Learning	2.80	0.79	Possessed
19	Ability to create Online Classroom	2.80	0.79	Possessed
20	Ability to add students and assign a presenter	2.80	0.79	Possessed
21	Ability to create an interactive classroom online	2.90	0.74	Possessed
22	Ability to troubleshoot minor technical issues during lectures	2.40	0.84	Not Possessed
23	Ability to connect ICT and Internet resources for online classes	3.00	1.05	Possessed
24	Ability to share screen to the students during Online Learning	2.90	1.10	Possessed
25	Ability to moderate the class for effective lecture delivery	3.00	0.94	Possessed
26	Ability to manage time allocated for the lecture	2.90	0.74	Possessed
27	Ability to evaluate student's performance accurately using online assessment tools	2.60	0.84	Possessed
28	Ability to prepare lecture materials for online teaching	3.20	0.63	Possessed
29	Ability to take students attendance and track student's participation	3.20	0.92	Possessed
Grand Summary		2.88	0.68	Possessed

N = 123

The data in table 2 presents the skills possessed by lecturers for effective utilization of Online Learning during COVID-19 lockdown. The table shows 2.88 mean with a standard deviation of 0.68 as a grand summary of skills possessed by lecturers. Precisely, table 2 shows that lecturers possess all the skills presented in the table except item 22. This is an indication that Godfrey Okoye University lecturers are equipped with skills necessary for online learning. This finding agrees with Albrahim (2020) study, which stated that online teaching skills are,

therefore, itemized as task or performance statements belonging to one of these six categories (i.e., pedagogy, technology, design, content, management and institutional, and social and communication). This present finding also affirms the findings of Dubins and Graham (2009) in their study that examined 17 online learning programs to formulate eight competency categories: content management system (CMS) skills, other technical skills, instructional design, social processes and presence, managing assessment, orienting students, institutional

knowledge, and pedagogy and andragogy, which lecturers in Godfrey Okoye University possessed.

Data for answering objective 3 is presented in table 3

Table 3: Analysis on Barriers affected Effective Utilization of Online Learning (OL) during COVID-19 Lockdown

S/N	ITEMS	MEAN (X)	SD	REMARK
30	Lack of ICT facilities and resources for Online Learning	3.00	0.94	Agree
31	Lack of training for online teaching	3.10	0.99	Agree
32	Difference in skills/knowledge level among lecturers	3.30	0.48	Agree
33	Lack of ICT skills for Online Learning	3.30	0.68	Agree
34	Lack of confidence by lecturers for Online Learning	3.00	0.82	Agree
35	Lack of technical support for effective Online Learning	3.30	0.68	Agree
36	Poor internet connectivity for Online Learning in my area	3.70	0.68	Agree
37	Unstable power supply for effective Online Learning	4.00	0.00	Agree
38	Lack of support from the university management for Online Learning	3.10	0.99	Agree
39	Student's frequent offline in Online Learning	3.70	0.48	Agree
40	Difficulty in login into Online Learning platform	3.10	0.99	Agree
Grand Summary		3.33	0.44	Agree

N = 123

Table 3 shows the descriptive analysis of barriers affected the effective utilization of Online Learning (OL) during COVID-19 lockdown. The table reveals grand summary of 3.33 mean with 0.44 standard deviation. Specifically, Lecturers of Godfrey Okoye University agreed with all the items in table 3 as a barrier to effective utilization of online learning. This is an indication that proper training and infrastructures needs to be in place for

effective and efficient online learning. This finding supports Muilenburg and Berge (2005) on exploratory factor analysis study that determined the underlying constructs that comprise student barriers to online learning. The factors found were: administrative issues, social interaction, academic skills, technical skills, learner motivation, time and support for studies, cost and access to the Internet, and technical problems which the same barriers Godfrey Okoye University Lecturers are facing.

Table.4. Analysis of Variance on Skills Possessed by Lecturers for Effective Utilization of Online Learning during COVID-19 Lockdown based on Educational Level

		Sum of Squares	df	Mean Square	F	Sig.	Remark
Skills Possessed by Lecturers for Effective Utilization of Online Learning during COVID-19 Lockdown by Educational Level	Between Groups	0.938	1	0.938	2.291	0.169	NS
	Within Groups	3.274	121	0.409			
	Total	4.212	122				

NS means Not Significant

Table 4 shows that p-value (0.169) > 0.05, which further revealed that there is no significant difference on skills possessed by Godfrey Okoye University Lecturers for effective utilization of online learning based on educational level. This indicates that despite the lecturer's educational levels, they still possess the skills needed for online learning activities.

5.0. CONCLUSION

Online learning is quite beneficial for providing the extensive knowledge for the students and good experiences for the lecturers. There is need to implement strong online learning infrastructure and techniques, especially in-service training among the lecturers of Godfrey Okoye University for effective online learning activities. It is also important for other Higher Education institutions to adopt online learning for their academic and administrative activities to improve Nigeria Education system, especially now the whole world moving education to online. There is still need of removing the barriers

for effective implementation of the online learning like infrastructural development, trained staff, counselling and motivation of students for the said prospectus and government policies.

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