

## COVID-19 PANDEMICS AND LECTURERS' PREPAREDNESS FOR E-LEARNING IN OYO METROPOLIS

By

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### *Abstract*

*The paper delved into lecturers' preparedness for e-learning using selected institutions in Oyo metropolis. A total of one hundred and fifty lecturers were randomly selected in five institutions in Oyo metropolitan area. This study is a descriptive survey, questionnaires was designed with aim of collecting necessary information from the respondents and the data collected were subjected to analysis using percentage method and the findings revealed unpreparedness of lecturers towards adopting e-learning for teaching during Covid-19 pandemic, and also shortage and lack of necessary information and communication gadgets for the smooth take-off of e-learning. Based on these findings recommendations were proffered among them are that there should be provision of laptops, tablets and other equipment to the staff and students, also there is need for intensive training on how to handle e-learning among others.*

**Keywords:** Covid-19, E-learning, Information and Communication

### INTRODUCTION

Corona virus disease 2019, tagged Covid-19 by the World Health Organization (WHO) which caused by virus called Severe Acute Respiratory syndrome has caused a lot of havoc to every facet of life, education sector inclusive. It is believed to have originated from Wuham, China in December, 2019 and since its emergence in China, it has spread rapidly into most of the nations of the world and its negative effects are being felt by virtually all the sectors of the economy. The Education sector adopted E-learning for teaching when all schools were closed down to prevent the spread of coronavirus. The fear of this contagious disease prompted Nigeria government and other nations to embark on total lockdown, the effects of the lockdown was immediate as schools, recreation centres, places of worship and other places where people often congregate became deserted as gathering in such

places were illegal (Sanni 2020). Students and lecturers became stuck at home and education activities became paralyzed, the only option left was the virtual learning and immediately some of the tertiary institutions keyed in to this narrative for teaching their students.

E-learning has been conceptualized in various ways but the one adopted for this study is the one that conceptualized E-learning as a course that are specifically delivered through the internet to somewhere other than the classroom setting where the lectures are being delivered (www. E-learningnc.gov. 2020). This is not a course delivered through DVD or CD-ROM, video tape or over a television channel, it is interactive in that you also communicate with other lecturers or other students in the class (Sanni, 2020). It includes all types of learning that delivered online through the internet ranging from distance education to computerized electronic learning, online learning, internet learning and many others.

Oye, Salleh and Lahad ( 2011) reviewed the challenges of E-learning in Nigeria universities based on the experience of four developed countries i.e U k, Australia, Korean and France; this study revealed that these countries have five major characteristics Nigeria has to develop in order to incorporate E-learning in the nation's university education system which are vision and action plans for e-learning, good government policies and financial support, embarking action program and setting committees with sufficient funds to pursuer its goals, believing in research as a fundamental part of e-learning strategies and lastly embarking on awareness, training and motivating programmies. Embuska et al (2018) investigated the possibilities and challenges of e-learning environments in student-teacher's prano course and they found that although the e-learning environments had good design and content, the students however pointed out that it is important to process some musical skills in order to fully benefits from these environments, the study concluded that students need to be instructed on the benefits of and how to use e-learning platform and blended learning to enhance their knowledge and skills through independent learning.

According to Shalmoradi et al (2018), the examination of the challenges of e-learning in Teheran university of medical science revealed that 400% of the participants had problems accessing the technology and entry 26.4% had good preparation for the use of e-learning system, they concluded that success in the implementation of e-learning in educational system will not be achieved without identifying the different skills with technical and cultural challenges. However, Sanni (2020) examined teachers' preparedness for e-learning in Ibadan and the study revealed that most teachers did not have adequate training in performing the expected tasks involved in e-teaching and also revealed that adoption of e-learning will enhance dissemination of knowledge and general education in Oyo state but will also empower products of the education system in order to contribute maximally to both personal and national development and it was concluded that the state was ripe for introduction of e-learning and that actual commencement of

the adoption should be preceded by government provision of the requisite enabling environment for e-learning at every level of schooling. Aboderin (2015) investigated challenges and prospects of e-learning at National Open University of Nigeria, findings revealed that challenges includes lack of access to e-learning facilities and tools, high cost of software and erratic power supply while prospects included promoting distance learning, extending the frontiers of knowledge, eradicating e-illiteracy and making education more effective and it was concluded that e-learning influence students DCT compliance. Meanwhile Amrilesh and Subramannian (2019) findings indicated that virtual learning made learning simpler and that concepts, theories and experiments had become easy to learn, understand and remember for the students, it was also found that the fear students had towards study reduced and their enthusiasm increased, they also identified costly installation of internet and maintenance as draw backs to virtual learning. Kohan, et al (2017) also identified barriers to self-directed learning in virtual environment as cognitive communication, educational and environment barriers, the participants believed that huge amount of information from interest were problematic and caused anxiety for the participants. Another challenge in self-directed online learning was lack of focus on learning which prevents students from concentrating and fulfilling their learning assignment. They observed that the participating students also lacked necessary skills for adaptation to virtual learning and large volume of work assigned by different teachers at the same time and the short deadline given are difficult for the students to manage. Alqurashi (2019) found out that online learning-self officially, learner interaction can predict of students satisfaction while online learning, self-efficiency was the strongest and most significant predictor of perceived learning Moakofhi et al (2017) investigates the challenges of introducing e-learning at Botswana university of agriculture and they identified for major challenges that should be addressed before e-learning initiative can be introduced successfully in the university as poor infrastructure, inadequate IT support lack of e-learning policy and lack of university management support chou (2020) found that students computer/internet self-efficiency and motivation for learning exerted positive effect on their online discussion, score and course satisfaction, it was further found that students' computer/internet self-efficacy and readiness for online learning had mediated effect on learning perceptions, on line discussion and course satisfaction.

Acheuye (2020) concluded that there should be a good relationship between the teachers and students to facilitate learning teachers should respond promptly to students' ques towns and feed backs on online quizzes text and sufficient time should be given for submission of assignments, there should be adequate time table for assignment project and over loaded with course materials that are not relevant with the lesson to avoid misconceptions on the parts of the students.

## Statement of the Problem

The adoption of E-learning as a norm in Nigeria started during the lockdown as a result of Covid-19 pandemic that ravaged the world. The E-learning is aimed in curb the spread of the disease through social and physical distancing while keeping alive the educational activities for the students. However the question bothering the mind of the researcher is how prepared are the lecturers in the tertiary institutions for the takeoff of e-learning? This is a major gap this study is set out to fill.

## Research Questions

- i. Do tertiary institutions' lecturers in Oyo metropolis have personal computers (desktop laptops, table)?
- ii. Do tertiary institutions' lecturers in Oyo metropolis have adequate skills in handling Microsoft words, excel?
- iii. Does e-learning maketeaching and learning easy during the Covid-19 pandemic?
- iv. Were students equipped for e-learning during the Covid-19 pandemic?
- v. Do the institutions have necessary support equipment for E-learning?

## Research Methodology

The design adopted for this study is descriptive survey, and target population comprised of one hundred and fifty lecturers from five tertiary institutions in Oyo metropolis which includes Federal College of Education (special), Oyo, Emmanuel Alayande College of education, Oyo, Oyo state, University of Ibadan (sped chapter), Ekiti State University in affiliation to Emmanuel Alayande, Ajayi Crowther university, Oyo, thirty lecturers were randomly selected in each of the five institutions making a total of one hundred and fifty respondents. Self-structured questionnaire was used to collect data, to do the reliability of the instrument, test and re-test method was employed to ensure the consistency of the instrument to measure what it supposed to measure, the test result yielded 0.71. The data collected with the help of research assistants were analyzed using descriptive statistics of frequency counts and simple percentage.

Four modified Likert scale was used to elicit information from the respondents i.e. strongly agreed, agreed, disagreed and strongly disagree, also a questionnaire were design for each respondent on their knowledge and acquisition of skills in information and communication technology. In form of Yes and No

Research Question 1: Do tertiary institutions lecturers in Oyo metropolis have personal computers?

**Table 1: Possession of Personal Computer**

Response	Frequency	Percentage
Male	93	62%
Female	57	38%

Based on the research question 1, from the table 1 above 62% of the lecturers have personal computers while 38% do not have and this simply picture fair readiness for the take-off of e-teaching and learning.

**Research Question 2:** Do tertiary institutions lecturers in Oyo metropolis have adequate skills in handling Microsoft words, Excel?

**Table 2: Adequate Skill in Handling E-learning**

S/N	ITEM	SA	A	D	SD
4.	Most lecturers find it difficult to adopt e-learning during Covid-19 pandemic syndrome.	108 (72%)	34 (22.67%)	03 (2%)	05 (3.33%)
6.	Most lecturers are not equipped with the knowledge of Microsoft words/ Excel.	89 (59.33%)	24 (16%)	17 (11.33%)	20 (13.33%)

Based on the research question 2, the table 2 above shows the adequacy of skills in handling Microsoft words and Excel software for e-learning, the item 4 shows 72% of Strongly Agreed, 22.67% of Agreement, 2% of disagreement with strongly disagree of 3.33%, the summary of it all is that most lecturers find it difficult to adopt to e-learning during Covid-19 pandemic. The item 6 which says most lecturers are not equipped with the knowledge of Microsoft words and Excel has 59.33% of Strongly Agree with 11.33% of Disagree, this means that most lecturers are not well equipped with the knowledge of Microsoft and Excel, without these skills the smooth implementation of e-learning may be difficult if not impossible.

Research Question 3: Does e-learning makes teaching and learning easy during the Covid-19 pandemic?

**Table 3: Does e-learning makes teaching and learning easy during the Covid-19 pandemic?**

S/N	ITEM	SA	A	D	SD
8.	Using e -learning makes teaching and learning easy during the Covid -19 pandemic.	112 74.67%	29 19.33%	04 (2.67%)	05 (3.33%)

Based on the research question 3, does e-learning makes teaching and learning easy during the Covid-19 pandemic, item 8 has 74.6% of Strongly Agreed, 19.33% of Agreement with 2.67% Disagreement and 3.33% of Strongly disagree, the submission here is that using e-learning makes teaching and learning easy during the Covid-19 pandemic since there was total lock-down the only option left for the continuation of academic activities is the e-learning.

**Research Question 4:** Were students equipped for e-learning during the Covid-19 pandemic?

**Table 4:** Students were not equipped for e-learning.

S/N	ITEM	SA	A	D	SD
9.	Students were not equipped for e-learning.	80 53.33%	30 (20%)	17 11.33%	23 15.33
10.	Poverty affected most of the students in getting necessary equipment for the e-learning.	114 (76%)	27 (18%)	07 (4.67%)	02 (1.33%)

Based on the table 4 above, item 9 which says students were not equipped for e-learning has Strongly Agree 63.33% and 15.33% of Strongly Disagree which means students were not equipped for e-learning. Item 10 which says poverty affected most of the students in getting necessary equipment for e-learning has 76% of Strongly Agree, and 1.33% of strongly disagree. The level of poverty of most of the students does not allow them to possess the necessary equipment for the take-off of e-learning in most of the institutions surveyed.

**Research Question:** Do the institution have necessary support equipment for E-learning?

**Table 5:** Support Equipment for E-learning

S/N	ITEM	SA	A	D	SD
5.	Equipment are not available for the take-off of e-learning in most of the higher institutions.	117 (78%)	30 (30%)	-	03 (2%)
12.	Schools do not provide necessary equipment/facilities needed for e-learning.	102 (68%)	18 (12%)	10 (6.6%)	20 13.33%

Based on the table 5 above, item 5 which says equipment are not available for take-off e-learning has 78% Strongly Agree with just 2% of Strongly disagree and this means that most of the institutions do not possess the necessary equipment for the take-off e-learning and this may stand as a barrier to easy and during the pandemic period, while item 12 which says schools do not provide necessary equipment/ facilities needed for e-learning has 68% of Strongly agree with 3.33% of Strongly disagree.

The overall findings picture the extent to which institutions were ready for the take-off of e-learning for the teaching and learning during the pandemic period, no enough equipment and most of the lectures lack knowledge in information and communication skills which hinder take-off of e-learning in most of the institutions survived in Oyo metropolis.

The study revealed that adoption of e-learning will not only enhance teaching and learning in Oyo metropolis but will also empower the product of education systems to contribute maximally to both personal and national development.

## **Conclusion**

The study concluded that despite the lofty idea of using e-learning during the pandemic period most of the institutions were not prepared for the teaching and learning as most of the Lectures do not have the appropriate information and communication technology skills needed for take-off of e-learning and also majority of the students do not have equipment and facilities to support the take-off of the e-learning during the pandemic period.

## **Recommendations**

Based on the findings the followings recommendations were suggested  
There should be provision of laptops, tablets for both the students and staff of the higher institutions, also there is need for intensive training on how to handle e-teaching and e-learning to all lecturers and students of tertiary institutions. Moreover, there should be provision of good and quality infrastructural facilities to the institutions such as stable electricity supply, etc.

Likewise, there should be adequate provision of wave bound for data sourcing throughout urban and rural areas of the state, incentives/reinforcement also should be provided for the lecturers as a motivation to provide quality e-teaching.

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