

# Assessment of Colleges of Education English Lecturers' Readiness for Online Teaching during and Post Covid-19 Pandemic Era

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## Abstract

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*This study examined colleges of education English lecturers' readiness for online teaching during and post Covid-19 pandemic in Oyo state, Nigeria. The study adopted the descriptive research design. Four research questions were answered and six hypotheses tested at .05 level of significance. All colleges of education English lecturers served as respondents through stratified random sampling technique. Assessment of College of Education English Lecturers Readiness for Online Teaching During and Post Covid-19 Pandemic Questionnaire ( $r=0.84$ ) was used for data collection. Descriptive statistics and t-test were used to analyse the data collected. Findings from the study revealed that English lecturers in colleges of education sampled were not adequately ready for the online teaching during Covid-19 pandemic in terms of online teaching tools and skills/competencies needed. Based on the findings, it was recommended that all lecturers should be trained on online teaching and there is the need for government to adequately provide the online teaching tools for the English lecturers in the colleges of education to prevent any loss in the academic session in the event of school shutdown.*

**Keywords:** Colleges of Education, English lecturers' Readiness for online teaching, Post Covid-19 pandemic

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## Introduction

The advent and impact of COVID-19 have changed everything. As educational institutions were ordered to close to contain the spread of the coronavirus, traditional physical classes transited to an online mode of learning. The transition was abrupt, posing a lot of challenges for students, teachers, school administrations, and even parents. The challenges varied across countries, systems, institutions, and groups of students. However, in the context of Nigeria characterised by limited resources, including technological and human resources, the challenges presented by the adoption of online learning have been considerable, particularly in the remote part of the country. Online learning (often used interchangeably with e-learning) is a form of distance education that involves using technology as the mediator of the learning process, and that teaching is entirely delivered through the internet (Siemens, 2015). Depending on individual educational institutions/instructors, students might have to attend regularly scheduled online lectures/presentations and/or discussions.

E-learning readiness refers to the state of mental, physical and material preparedness of stakeholders of an e-learning project for fruitful e-

learning experience and action. When introducing e-learning, institutions are expected to be prepared with adequate environmental, technological and other facilities. By providing the necessary environment and appropriate tools for task-oriented, up-to-date and continuous learning (Alias & Zainuddin, 2005). The outbreak of the pandemic in late 2019 and its impacts in the year 2020 has affected education in a most significant way that the world will not forget in a hurry. The total lockdown that the world experienced before June 2020 due to the impact of the pandemic is better imagined. Kolawole & Kolawole (2021) described the impact of Covid-19 as the beginning of wisdom for those who are wise. In addition to the pandemic being devastating, it has seriously affected the education sector in ways that school calendars, curricular, pedagogy, infrastructural facilities and personnel can no longer be what they were before the outbreak of the virus in 2020 (Kolawole et al 2021).

The fact that Covid-19 pandemic has affected language and education is never in doubt. The institutions across 100 countries and 900 million students across the world were affected by the pandemic. The situation in Nigeria is not in any way different from what the world experienced. In

fact, it is far worse in Nigeria than in other countries because it exposed all the problems facing education to the whole world. E-learning enables open and flexible learning, and in turn, allows mature students and those already in employment to access education (Kharve & Gogia, 2016). Moreover, e-learning provides a cost-effective way of providing school-based education and preparing students to participate in the global information society, expanding educational opportunities to overcome the barriers of time and space.

English Language Teaching in Nigerian public schools has been deeply affected due to the spread of the pandemic. Obviously, English Language Teaching in public schools has been going through several technical and pedagogical challenges. The lack of experience, guidance, and technical support have ultimately redefined and increased the role of English teachers. Of course, in online and blended teaching, all these components are ought to be rethought and redefined, taking into consideration the nature of the Nigeria conservative community, the weak online infrastructure the country possesses, and the safety measures of COVID-19.

The digital era encourages the use of Information Technology (IT) in the education sector. It facilitates online classes as a manifestation of the e-learning concept and allows lecturers and students to engage in a virtual environment, although physically separated. A concrete example of IT utilization is a Learning Management System (LMS) platform that mediates learning processes by enabling course material repositories, student activity trackers, assignment submission and review and discussion amongst participants. Online classes are a growing trend in digital transformation and are offered by many universities, but online classes are partially combined with physical classes (Bullen, 1998).

Teachers at all levels of the educational system are very important in the overall development of any nation. Teacher education aims at balanced development of the teacher's personal and professional competences. Particular attention is focused on building pedagogical thinking skills that enable teachers to manage the teaching process in accordance with contemporary educational knowledge and practice (Westbury, Hansen, Kansanen, & Björkvist, 2005). Teachers' education

is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. It is in this light that the Nigerian government established Colleges of Education. The Colleges of Education are the train-the-trainers colleges established to train and equip teachers for their esteemed functions. Graduates of the 201 Colleges of Education are assigned to teach in the Nation's primary schools, helping to nurture and shape the kids who are the future and leaders of tomorrow.

The colleges of education award the Nigeria Certificate in Education (NCE). This is generally a three (3) year course of study in a chosen discipline. Admission into a college of education is through the Unified Tertiary Matriculation Examinations (UTME) conducted by the Joint Admissions and Matriculation Board (JAMB).

The access to an adequate network infrastructure which includes speed (bandwidth) of internet, service and support, reliable and affordable internet connection, hardware and software are very essential in blended learning environment. The provision of appropriate technological infrastructure, administrative, technical, and logistic support is crucial for the successful implementation of blended learning in an organization.

Information Communication Technology (ICT) infrastructures are also aiding effective teaching and learning in the traditional classroom setup. Availability of personal computers and accessories has enhanced the output of teachers and students. Furthermore, allowing students to revisit lectures that may have been missed, or not fully understood, allows for deeper understanding and a more flexible approach to learning (Brotherton & Abowd 2004). Since availability of necessary technological infrastructure is the basic requirement for the implementation of blended learning strategy in any institution, therefore there is need to assess the ICT facilities that are available for online teaching in colleges of education in Oyo state, Nigeria.

Kolawole (2015) opined that assessment helps to determine the individual's level of attainment in the course, subject or programme. In this study, assessment is to examine the readiness

of colleges of education English lecturers for online teaching. No nation can rise above the quality of its educational system and at the same time, no educational system can rise above the level of its teachers. The trainers of these teacher trainees need to be examined on the current situation in instructional delivery as far as online teaching is concerned in view of the Covid-19 pandemic. Hence, the need for this study.

As regards the factors predicting the acceptance of online teaching, the logistic regression analysis showed that age under 40 years, teaching experience less than 10 years, and male gender are the most important indicators affecting online teaching acceptance. This could be clarified by the reality that younger staff already using technology in general than older, which would increase their abilities, willingness, and acceptance to use other e-learning technology. Furthermore, this result is in agreement with Fischer et al. Fischer, S. H, David D., Crotty, B. H., Dierks, M., Safran, C. (2014) who stated that older staff with long traditional teaching experience usually has limited interaction with technology and lacking the development of their necessary skills.

### Statement of the Problem

This study set out to assess the colleges of education English lecturers readiness for online teaching during and post Covid-19 era. The challenges of online teaching experienced during Covid-19 pandemic in Nigeria are unlike those experienced elsewhere. Despite the current popularity of online instruction, does it have any limitations in Nigeria, particularly, in the colleges of education? The challenges in teaching and learning with technology such as lack of user's sufficient level of knowledge and skills for the use of multimedia, internet and web technology, non-availability of online environments and non-adoption and innovation of online method into teaching and learning process by faculties. Although previous studies have provided exhaustive effects on the instructional delivery via e-learning, it seems that the online instructional delivery (remote teaching) is in need of further studies in investigating this issue more deeply particularly in colleges of education. Hence, the need for this study. This study thus sought the

assessment of lecturers' colleges of education English lecturers' readiness for online teaching during and post Covid-19 era.

### Research Questions

The following research questions were raised and answered in the study:

1. What is the readiness level of colleges of education English lecturers on online teaching during and post Covid-19 pandemic?
2. What is the availability level of online tools among colleges of education English lecturers for online teaching during and post Covid-19 pandemic?
3. What are the most used online platforms by colleges of education English lecturers during and post Covid-19 pandemic?

### Scope of the Study

The study covered assessment of lecturers' colleges of education English lecturers' readiness for online teaching during and post Covid-19 era while the geographical scope covered two colleges of education in Oyo State, Nigeria namely Emmanuel Alayande College of Education, Oyo, and Oyo State College of Education, Lanlate all in Oyo State.

### Significance of the Study

This study would open the eyes of the readers to the effects of the pandemic on the three areas of life and helped us to adjust as appropriate to prepare us to respond to the new normal occasioned by post-Covid-19. This study, it is believed will add to body of literature advocating the use of ICT in Nigerian educational system especially in the colleges of education in Oyo State. The research findings will intimate the administrators, stakeholders and management of Colleges of Education on the benefits of investing in ICT infrastructure, training and integration into teaching and learning. It is hoped that the results of this study will guide policy makers in intensifying their support and push for not just ICT policies but the real implementation on colleges of education.

### Methodology

The descriptive study of the survey type was adopted in the study. The dependent variable of the study is English lecturers' readiness while

the moderating variables are gender and years of experience. The participants were 108 English Language lecturers in two government owned (Emmanuel Alayande and Lanlate) colleges of education, Oyo State, Nigeria. The instrument used was a Questionnaire on Assessment of Colleges of Education English Lecturers Readiness for Online Teaching during and Post Covid-19 Pandemic Era (=0.84). The researcher and the research assistants personally administered

the copies of the questionnaire on the participants in each of the sampled Colleges of Education. The data collected for this study were analyzed using descriptive statistics

## Results

**Research Question 1:** What is the readiness level of colleges of education English lecturers on online teaching during and post Covid-19 pandemic?

**Table 1:** Readiness level of colleges of education English Lecturers on Online Teaching during and Post Covid-19 Pandemic

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)
1	I have sound knowledge of ICT to operate on any online platform	5(3.40)	17(11.50)	47(31.80)	79(53.40)
2	With my good knowledge of internet, using online learning platform would not be a problem	4(2.70)	16(10.80)	55(37.30)	73(49.30)
3	With my good knowledge in general web browsing/surfing, using online learning platform would not be a problem	4(2.70)	20(13.50)	44(29.70)	80(54.10)
4	I have a sound electronics device (computer/smartphone) required to register for an online learning class	5(3.40)	10(6.80)	59(39.90)	74(50.00)
5	I have access to good internet broadband to get me connected to an online learning class	8(5.40)	29(19.60)	36(24.30)	75(50.70)
6	I have regular power supply to support my online learning class	12(8.10)	21(14.20)	50(33.80)	65(43.90)
7	I would not face any form of distraction in using online learning during this covid-19 period	3(2.00)	33(22.30)	39(26.40)	73(49.30)

Table 1 displays the readiness level of Colleges of Education English lecturers on online teaching during and post Covid-19 pandemic. It was revealed that majority of the respondents revealed poor level of readiness on online teaching during and post Covid-19 pandemic. Sound knowledge of Information and Communication Technology (ICT) is a prerequisite to involvement in any form of online teaching. It was found that an overwhelming majority of the respondent 79(53.4%) intensely agreed to not having sound knowledge of ICT, followed by 47(31.8%) who agreed to the same view, 17(11.5%) and 5(3.4%)

disagreed and strongly disagreed respectively. Majority of the respondents indicated not having sound knowledge of ICT. These persons will indeed find it difficult to participate in any form of online teaching.

Also, on the knowledge of internet, it is also very important as online learning are sent by facilitators and received by the students through the use of internet. As regards the knowledge on the internet, 73(49.3%) of the respondent agreed while 55(37%) strongly agreed that with their poor knowledge of internet, online learning would be a problem. 16(10.8%) and 5(3.4) who disagreed and

strongly disagreed respectively. On the other hand is the opinion that their sound knowledge of internet alone is not enough for effectively participating in online learning platform.

More so, on the importance of general web browsing and surfing, a large number of the respondents believed it is a problem for them as far as online learning is concerned. 80(54.1%) of the respondent disagree, 44(29.7%) of the respondent of the respondent strongly disagree, while 20(13.5%) agree. This was also followed by 4(2.7%) respondents who strongly disagreed with the idea. In addition, sound electronic device is the gateway to any form of online learning. This is because online learning requires the use of an ICT device be it computer or simple handheld smart phone that fully equipped with necessary software.

On the access to good internet, it was found that online learning requires good access to internet for student to be able to benefit fully. All leaning materials are sent and received through the internet; hence, internet becomes a prerequisite for online learning. 75 (50.7%) of the respondents disagreed to having access to good internet broad band but this was closely followed by 36(24.3%) of respondents who disagreed to having access to internet broadband. This can be attributed to a common fact that access to personal internet in Nigeria requires money and not all lecturers can actually afford to buy the amount of data needed to operate an online learning platform. On the two extreme are respondents who strongly agreed and strongly disagreed i.e. 29(39.9%) and 8(5.4%) with the view respectively.

More vitally, regular power supply is a determinant factor for effective ICT. Indeed, ICT requires power to be able to perform their functions optimally. Regular power supply is a mirage in some part of Nigeria and alternatives of power supply (generator, inverter, solar etc.) has become a thing of luxury to those who can afford them. With the present power crisis facing Nigeria, majority of the respondents 65(43.9%) overwhelmingly agree with the availability of regular power supply needed for online learning, this was followed by 50(33.8%) respondents who disagree to having regular power supply, this sets of lecturers could include those leaving in urban

areas and some of whom can afford to provide alternative means of power. 21(14.2%) respondents strongly disagreed while 12(8.1%) respondents strongly agreed.

However, it was also observed that one of the major problems lecturers do face in the use of online related services is distraction that may come either from environmental factor or internet related distraction like those from social media such as Facebook and Whatsapp. Whether the respondents will not be facing any form of distraction in their use of online teaching platform 73(49.3%) of the respondents disagreed while 39(26.4%) agreed. This means that there are tendencies of facing distraction in the process of using online learning platforms. 33(22.3%) and 3(2.0%) of the respondent strongly disagreed and strongly agreed respectively. It was correspondingly found out that 34(50.4%) of lecturers had access to their own personal computer and the internet while 71(44.5%) respondents did not. Also, 39 (37.7%) of the lecturers had uninterrupted power supply in their homes, whereas 549(51.8%) respondents did not. Again, 51 (48.2%) of the lecturers had access to use facilities at home, while 42(41.7%) of lecturers claimed that they did not. Although 40(38.5%) of the lecturers had uninterrupted power supply at their residence, 58 (55.5%) respondents did not. In summary, majority of the lecturers reported that they do not have the facilities needed for online lecturing. Similarly, it was revealed that 44(55.7%) of lecturers had access to their own personal computer and internet, while 19(11.3%) respondents claimed they did not. Likewise 55(32.7%) of the lecturers claimed they had uninterrupted power supply in their institution computer center whereas 71(64.3%) responded they did not. 40(23.8%) respondents had uninterrupted power supply at their residents, whereas 73 (66.7%) respondents did not. Moreover, 89.3% of lecturers do not have electronics class roll while 78.9% do not have digital library.

**Research Question 2:** What is the availability level of online tools among colleges of education English lecturers for online teaching during and post Covid-19 pandemic?

**Table 2:** Availability of Online Teaching Tools Used During Covid-19 Pandemic

S/N	ICT Facilities	Mean(X)
1	Desktop	1.11
2	Laptop	1.18
3	Projector	1.26
4	Projector screen	0.91
5	Video camera	0.94
6	Compact disk	0.92
7	Examination Scoring Machine (EMS)	0.40
8	Radio Cassette	0.26
9	Printer	0.014
10	Scanner	0.016
11	Photo copier	0.52
12	Generator	1.39
13	Server	0.38
14	Satellite dish	0.93
15	Interactive white boards/smart board	0.76
16	Software	0.66
	<b>Grand mean</b>	<b>0.77</b>

The results in Table 2 revealed that in almost all the items raised under the availability of online tools for online teaching during Covid-19, over 90 percent confirmed that the facilities were either not adequate or not available except for the common facilities like GSM, personal computer and laptop computer that had mean scores of 1.39, 1.26 and 1.18 respectively. While facilities like good internet access, Electronic bulletin board,

very small aperture satellite dish and Examination Scoring Machine had the lowest mean scores of .014, 0.016 and .26 respectively.

**Research Question 3:** What are the most used online teaching platforms by colleges of education English lecturers during and post Covid-19 pandemic?

**Table 3:** Most Used Online Teaching Platforms by the college of education English Lecturers During and Post Covid-19 Pandemic.

Digital Platform	Frequency	Percentage
Zoom	10	9.30%
Google classroom	04	3.70%
Google hangout	01	0.90%
WhatsApp	77	71.30%
Facebook	10	9.30%
You tube	02	1.80%
Others (Telegram, Edx, Udemy)	04	3.70%
<b>Total</b>	<b>108</b>	<b>100.00</b>

From table 3 the most used online teaching platforms by colleges of education English lecturers during and post Covid-19 pandemic were identified. Majority of lecturers (n=77) were using Whatsapp for online teaching

followed by zoom (n=10), Google classroom (n=04) and Facebook (n=10). Whatsapp might be considered as one of the easiest tools to use for asynchronous learning experiences that is flexible and easily accessible and handled by students as

well as lecturers. The very unfamiliar video conferencing app zoom made its grips stronger in connection to online teaching and learning in the entire world.

### Discussion of findings

The findings on COE English lecturers competency in the use of ICT revealed that their technology literacy in the use of ICT was low. There is no substantial difference between male and female COE English lecturers' readiness for online teaching. Based on the results, the lecturers' readiness for online teaching wasn't encouraging, this means that both male and female COE lecturers were not ready for online teaching during Covid-19 pandemic. From the findings, it can be deduced that if lecturers were expected to incorporate ICT on line teaching, preparation must be made for proper plans in every institution to enhance future implementation.

This finding was in agreement with Ozoemelem (2010) who reported that there was a low level of skillfulness in the use of ICT in Nigerian universities. Similarly, Yusuf (2005) reported that teachers in Nigerian schools were not competent in basic computer operations and in the use of generic software. The results of the findings also agree with Beggs (2000) who reported that teachers should develop certain basic skills that will help them maximize the use of ICT effectively as teaching resources for basic skills. Also, Chukwu, Ajere and Afolabi (2003) reported that teachers that made use of the ICT facilities were computer literates. Similarly, Busari (2003) reported that teacher trainers had the ability to operate the computer. Agbonlahor (2005) reported that the potentials of ICT for facilitating the job function of lecturers and enhancing education are yet to be fully exploited. However, ICT use by lecturers depends greatly on their proficiency. In a bid to achieve high levels of proficiency in ICT, training is inevitable.

### Conclusion

The research explored colleges of education English lecturers' readiness and proficiency in online teaching in Nigeria. The results obtained from data gathered and analysed in this study indicated that the readiness to online teaching by CoE English lecturers was positively

moderate. The findings of this study also established that English lecturers' proficiency technology literacy in the use of online tools was low; proficiency (knowledge deepening) in the use of ICT is moderate and moderate and proficiency (knowledge creation) in the use of ICT was good. It is thus concluded that Lecturers; readiness for e-teaching, availability of e-teaching and learning facilities are key to effective deployment of on-line instruction in colleges of education.

### Recommendations

Based on the findings from this study, recommendations were made as follows:

The government should invest more in the area of online teaching tools as well as partnering with telecommunication companies for free internet service to the Colleges of Education lecturers and students during online teaching classes. The colleges of education management should integrate online teaching practices as this will further accelerate the pursuit of aspects of technology based teaching that would be found most useful. College of education English lecturers should be equipped with adequate online teaching tools and retrained on the use of these tools for any inevitability.

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