

## PERCEPTIONS OF STUDENTS TOWARDS USING E-LEARNING IN TEACHING AND LEARNING IN COVID-19 PANDEMIC ERA

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### Abstract

*The study was designed to determine the perceptions of students on the strengths and weaknesses of the E-learning programme of the University of Maiduguri, Distance Learning Centre of Federal College of Education (Technical) Gombe, Campus in the Covid-19 pandemic era. Two research questions were raised to guide the study. Descriptive survey research design was adopted for the study while the population of the study consisted of distance learning students of the University of Maiduguri (UNIMAI), Federal College of Education (Technical) Gombe campus. The sample of the study were 60 students, selected from the total population of 120, using simple random sampling technique. A 15-item structured questionnaire was used for data collection based on modified 4-point rating scale. Reliability coefficient of the instrument was 0.79. The statistical tools used for data analysis was Mean ratings. The findings of the study revealed that the E-learning was student-centred as opposed to teacher-centred learning; hence it helps the students to be ICT compliant, and it also encourages learning at one's own pace, and flexibility. However, it was found that epileptic power supply, financial constraints, resistance to change and lack of technical skills are some of the problems hindering effectiveness of e-learning. Amongst the recommendations proffered were that students should have a good knowledge of computer in order to reduce the effect of computer anxiety and phobia; and that the government should intensify efforts by making computer easily accessible to all.*

**Keywords:** Perceptions, E-learning, Teaching-learning, COVID-19, Pandemic

### Introduction

The sudden outbreak of the deadly and highly contagious virus causing the Coronavirus Disease of 2019 (COVID-19) emerged in Wuhan city of China in December 2019, such that World Health Organization (WHO) declared the outbreak of COVID-19 as a pandemic over the world in March 2020. The mode of spread from humans to humans created the need for social distancing and avoidance of crowded places. To curtail the spread of the disease, many countries have resulted into imposition of lockdown. COVID-19 has disrupted the global educational system as most countries around the world have resulted in temporary

closure of all educational institutions (schools, colleges, and universities) to curtail the spread of the pandemic. The sudden closure of educational institution has made management of various educational institution to adopt online learning or E-learning to ensure students are not left idle during the pandemic. According to UNESCO (2020), school closure had several adverse consequences on students such as, interrupted learning, which resulted in students and youth being deprived of opportunities for growth and development (UNESCO, 2020). Therefore, online digital learning systems can address this problem

with easy access to these systems and offer fast internet connections.

E-learning systems provide a learning platform that can facilitate interactive learning at anytime and anywhere as long as their users are connected to the system via the Internet (Aini, Budiarto, Putra, & Rahardja, 2020). A well-designed e-learning system provides learning materials, also facilitate other activities such as quizzes, written examinations, and discussion forum. It is common to suggest that properly designed e-learning materials may prove an efficient and effective alternative to materials that are delivered offline in the educational sector. A Learning Management System (LMS) such as Moodle, Blackboard and Brightspace are well-known technologies developed to support the implementation of online teaching and learning processes (Dahlstrom, *et al.*, 2014).

In developing countries like Nigeria, predominant mode of teaching is traditional method, where students and lecturers interact face-to-face. The gradual shifting from conventional teaching method to E-learning in covid-19 pandemics era is due to numerous benefits derived from E-learning such as, better content delivery, interactivity, quality content delivery and confidence of both learners and lecturers in the education sector.

Despite its benefit the implementation is confronted with a lot of constraints such as poor network coverage, resistance to change, finance to maintain the system, epileptic power supply, high internet subscription, lack of computer knowledge (Adeoye, *et al.*, 2020). To this end, it is very necessary and adequate to conduct this study to understand perception of students' using e-learning during the pandemic and even beyond since the pandemic is still dangerous. This study contributes to the literature regarding e-learning adoption during the pandemic in the context of higher education in a developing country. In addition, this study offers implications for universities and policymakers to better prepare for e-learning adoption during the pandemic and beyond. Two specific objectives that guided the study include:

1. Examine students' perceptions toward E-learning in teaching and learning in COVID-19 pandemics era.

2. Identify constraint associated with the use of E-learning in teaching and learning.

### Research Questions

Following the research objectives, the following questions were raised:

1. What are the perceptions of students toward E-learning in teaching and learning in COVID-19 Pandemics era?
2. What are the constraints associated with the use of E-learning in teaching and learning?

### Methodology

Descriptive survey design was adopted for the study because the study seeks the opinion of respondents and in this case, the study sought the perceptions of students' on using e-learning for teaching and learning in COVID-19 pandemics era. The population of the study comprised all distance learning students of University of Maiduguri, Federal College of Education (Technical) Gombe campus. A sample size of 60 students was randomly drawn from the total population of 120 students, using simple random sampling technique to give every student equal chance of being selected and represented. The instrument for data collection was a structured questionnaire tagged, "Perception of Students' towards E-learning in COVID-19 Pandemics Era" (PSECP). The instrument contained question 15 items adapted from the literature using 4-points rating scale, varying from **Strongly Agree** (1) to **Strongly Disagree** (4). The instrument was validated by three experts from Department of Computer Education, Federal College of Education (Technical) Gombe. To determine the internal consistency of the instrument, a pilot study was conducted using thirty (30) students from National Open University Gombe study centre. The data collected were computed and analysed using Cronbach Alpha technique and the reliability index was 0.79. Prior to data collection, the researchers acquired ethical approval for this study; thus, copies of the questionnaire were administered to the respondents via emails and WhatsApp while the data collected were analysed using descriptive statistics (Mean). The decision rule is that any mean greater than or equal to 2.5 will be agreed and if otherwise, it will be disagreed.

## Results and Discussions

**Research Question One:** What are the perceptions of students toward E-learning in

teaching and learning in COVID-19 Pandemics era?

**Table 1:** Mean ratings of the students' perception on the usefulness of E-learning in teaching and learning in COVID-19 Pandemic Era

S/N	Students' Perceptions of E-learning	SA	A	SD	D	Mean	Remarks
1.	The use of e-learning during university closure due to the COVID 19 pandemic helps me to access learning resources	30 (50%)	25 (41.7%)	2 (3.3%)	3 (5%)	3.38	Agreed
2.	Using e-learning will improve learning performance in distance learning during COVID 19 pandemic	25 (41.7%)	20 (33.3%)	5 (8.3%)	10 (16.7%)	3.08	Agreed
3.	The use of e-learning is beneficial for my learning activities during the COVID-19 pandemic	30 (50%)	17 (28.3%)	4 (6.7%)	9 (15%)	3.22	Agreed
4.	The use of e-learning will increase my productivity in distance learning during the COVID 19 pandemic	28 (46.7%)	20 (33.3%)	2 (3.3%)	10 (16.7%)	3.23	Agreed
5	The use of an e-learning system during the COVID 19 pandemic is flexible	29 (48.3%)	16 (26.7%)	6 (10%)	9 (15%)	3.13	Agreed
6	It is easy to navigate my university's e-learning system in distance learning during the COVID 19 pandemic	30 (50%)	12 (20%)	8 (13.3%)	10 (16.7%)	3.07	Agreed
7	The use of an e-learning system during the COVID 19 pandemic is a good idea	35 (58.3%)	13 (21.7%)	2 (3.3%)	10 (16.7%)	2.75	Agreed
8.	I like the use of the e-learning system during the COVID 19 pandemic	29 (48.3%)	16 (26.7%)	6 (10%)	9 (15%)	3.13	Agreed
9.	The use of e-learning system during the COVID 19 pandemic is an interesting idea	30 (50%)	18 (30%)	5 (8.3%)	7 (11.7%)	3.22	Agreed
10.	I do not encounter long delays when searching for information on my university's e-learning website	25 (41.7%)	20 (33.3%)	5 (8.3%)	10 (16.7%)	3.08	Agreed

**Source:** Field Survey, 2021

The results in table 1 reveal that all the items had a mean above the criterion mean of 2.50. the table also revealed that 91.7% of the respondents

agreed that the use of e-learning during university closure due to the COVID 19 pandemic helps to access learning resources with the mean ratings of

3.38. also, 75% of the respondents concurred that using e-learning will improve learning performance in distance learning during COVID 19 pandemic with the mean ratings of 3.08. Furthermore, 78.3% of the respondents agreed that use of e-learning is beneficial for learning activities during the COVID-19 pandemic with the mean ratings of 3.22. Similarly, 80% of the respondents agreed that the use of e-learning will increase productivity in distance learning during the COVID 19 pandemic with the mean ratings of 3.23. in addition, 75% of the respondents confirmed that use of an e-learning system during the COVID 19 pandemic is flexible with the mean ratings of 75%. In addition, 70% of the respondents said that it is easy to navigate e-learning system in distance learning during the COVID 19 pandemic with the mean

ratings of 3.07. Also, 80% of the respondents confirmed that use of an e-learning system during the COVID 19 pandemic is a good idea with the mean ratings of 2.75. In addition, 75% of the respondents prefer the use of e-learning system during COVID-19 pandemics with the mean ratings of 3.13. Furthermore, 80% of the respondents agree that use of e-learning system during the COVID 19 pandemic is an interesting idea with the mean ratings of 3.22 and 75% of the respondents said that it is easy to search for information on e-learning system with the mean ratings of 3.08. it can be inferred from the study that the students have positive perception on the use of e-learning for teaching and learning in Nigerian tertiary institutions.

**Research Question 2:** What are the constraints associated with the use of E-learning in teaching and learning?

Table 2: Mean ratings of students' perception on the constraints associated with the use of E-learning in teaching and learning

S/N	Constraints associated with the use of E-learning	SA	A	SD	D	Mean	Remark
11	Poor network infrastructure	30 (50%)	18 (30%)	2 (3.3%)	10 (16.7%)	3.23	Agreed
12	lack of technical skills	28 (46.7%)	22 (36.7%)	5 (8.3%)	5 (8.3%)	3.38	Agreed
13	Financial constraints	20 (33.3%)	22 (36.7%)	8 (13.3%)	10 (16.7%)	2.9	Agreed
14	Epileptic power supply	29 (48.3%)	21 (35%)	2 (3.3%)	8 (13.3%)	3.09	Agreed
15	High internet subscription	28 (46.7%)	19 (31.7%)	6 (10%)	7 (11.7%)	3.15	Agreed

**Source:** Field Survey, 2021

From Table 2, the mean ratings of the constraints associated with the use of E-learning x-rayed by the respondents include poor network infrastructure (3.23), lack of technical skills (3.38), financial constraints (2.9), epileptic power supply (3.09) and high internet subscription (3.15).

### Discussion of Findings

The findings of this study in line with research question one which reveals that respondents

agreed on the ten items as perceived perception towards E-learning usage in covid-19 pandemics era. Some of the usefulness of the e-learning include learning at pace, flexibility, easy to navigate the system, easy access to material. The findings are in line with findings of (Mailizar Mailizar, Damon Burg, & Sucim Maulina, 2020) who found that the adoption of E-learning in tertiary institution will make both student and lecturers to

be Information and Communication Technology (ICT) compliance.

The results of the study in relation to research question 2 on the constraints associated with the use of E-learning in teaching and learning. Among the problems highlighted includes poor network infrastructure, financial constraints, lack of technical skills and high data subscription. This result is related with research carried out by (Aini, Budiarto, Putra, & Rahardja, 2020); (Mustafa Çevik & Büşra Bakioğlu, 2021) These researchers posits that power failure, resistance to change among others were the various challenges associated with the use of E-Learning in teaching and learning.

### Conclusion

The study revealed that students perceived E-learning in teaching and learning in covid-19 pandemics era as very useful, even-though there are constraints associated with the use of E-learning like epileptic power supply, lack of technical skills, financial constraints and computer anxiety. Since, E-learning is a laudable innovative method for teaching and learning, all efforts should be on leveraging technology by all stakeholders to make teaching and learning a world of useful experience.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. Students should have a good knowledge of computer literacy in order to reduce the effect of computer anxiety and phobia.
2. Government at all levels should intensify their efforts by making computer literacy easily accessible to all by providing adequate

computers to schools.

3. There must be adequate provision of IT devices, power supply, manpower and investment in low-tech solutions in schools by all stakeholders and philanthropists in urban and rural areas to support continuing learning for leaners.
4. Mobilization should be made by government at all levels for skill development towards updating ICT.

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