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Coping with the Challenges of Covid-19 Pandemic by Private Universities in Nigeria: the Lead City University Experience

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Abstract:

This study examined coping with the challenges of Covid-19 pandemic by private universities in Nigeria, the Lead City University experience, Technology Acceptance Model (TAM) provided the theoretical framework for the study. The study used mixed- research approaches, adopting survey and key personality interview (KPI). The instruments of data collection for the study were questionnaire and interview. Simple random sampling was employed to select 132 academic staff of Lead City University Ibadan to form the sample size for the study while an interview section was conducted with the Director of Academic Planning. Results obtained were analyzed and presented in simple percentage tables. Findings show that lecturers in Lead City University, Ibadan interacted with their students during the lockdown. WhatsApp and Zoom were most used and preferred by lecturers. Majority of the lecturers preferred physical class than online class. Online platforms were effective for lecturing during the lockdown in Lead City University although lecturers experienced network failure with lecturing online. Also, Interactions with students were affected by power supply while lecturers were not satisfied with the way the network failure was addressed by the management. Equally, students' participation during lecturing/interaction was effective. The study recommends that Lead City and Nigerian Universities should tap into the opportunity that WhatsApp and Zoom platforms offer in achieving success through online teaching. Lead City University, Nigerian Universities and Nigerian Government should develop better network providers and stable power supply so as to make online lectures more effective.

Keywords:

COVID-19 Pandemic, Private Universities, Lead City University, Physical Class, WhatsApp and Zoom Platforms

1. Introduction

The coronavirus which is popularly known as COVID-19 has disrupted the global educational system as most countries around the world resulted in temporary closure

of all educational institutions in an attempt to contain the spread of the pandemic and in Nigeria, following the advice of the National Centre for Disease Control (NCDC) the Federal Ministry of Education closed down educational sector in the month of March, 2020.

This interruption in the normality of life has greater implications on developing countries 3rd World countries and Africa, which are not technological-oriented in terms of digital education platforms. In Nigeria, the educational institutions are over populated with students with lack of equipment to make these institutions friendly learning environments. This made the COVID-19 pandemic lockdown became a great challenge for the country which situated the educational sector into confusion not knowing how best to teach and keep learning on going when the students were at home.

According to UNESCO [1], the closure of educational institution has effected over 91% of the world's student population. The ripple effect of this pandemic has been felt by both the educators and students in primary, secondary, colleges and universities as academic sessions were disrupted after the coronavirus was declared a public health emergency. This further worsened the situation as the Nigerian Universities workers were on strike. This left students and educators especially in public sector in a tremor as some of these institutions were at the point of preparing for examination, admitting of freshmen, beginning of a new semester, amongst others. Universities around the world, including Nigeria, had result to looking for ways to cope and adapt to academic changes as a result of this pandemic.

This COVID-19 pandemic has shaped a new normal for the higher education sector across the globe from transforming the online learning platform, restructuring application processes, and stimulating crisis management strategies Adedigba, [2]. Is because the pandemic has opened up the importance of online education and distance learning however, this was a great challenge to the Nigerian educational system that was not in terms with online education and distance learning but preferred the used face-to-face or classroom teaching. For instance, in United States about 15% of the total undergraduates were enrolled for online learning and distance learning in 2019. Developed nations like Canada, United Kingdom and United States have experienced a decline in their educational revenue as foreign students either quit their studies or were sent back home due to the global pandemic. The pandemic has thus resulted in a more severe consequence on schools that did not possess the online learning platforms through which virtual teaching and learning could take place.

1.1. Statement of Problem

Tertiary institutions were forced to closed due to the outbreak of COVID-19 pandemic, this necessitated the adoption of the use of e-learning an alternative to keep teaching and learning on going while students were at home. However, despite the immense benefits provided by e-learning during the global pandemic, not many Nigerian universities embraced it as poor budgeting allocation, poor infrastructure and unpreparedness contributed to the inability of many public tertiary institutions to embrace e-learning except a few private universities that embraced this opportunity, one of which was Lead City University, Ibadan. Against all odds this institution organised its second semester lectures and successfully conducted examinations for both undergraduates and post graduates programmes online.

Hence, this study seeks to examined the modes of e-learning platforms explored and the challenges faced using those modes in achieving online lectures and examinations by Lead City University Ibadan.

1.2. Research Questions

a. What were the modes used by lecturers in lecturing and interaction with students during the lockdown?

b. What were the challenges experience in lecturing and interaction with study during the Global pandemic?

2. Literature Review

Times of war, conflict and system shocks have brought widespread changes to societies, and questions are being raised about whether COVID-19 will transform university education, as the Black Death did in the middle Ages, especially in Nigeria where the adoption of technology in university education is still at its infancy. The Black Death plague which swept through Europe in the late 1400s, claimed the lives of half of Europe's population and led to a shift from a worldview centred on theology to one that valued science [3]. This shift was reflected in higher education with both uneven enrolments in higher education and a changed disciplinary focus. Of course, it is too early to anticipate how far-reaching the impact of COVID-19 will be on higher education. The current pandemic has added a new layer of complexity and uncertainty to an already volatile and contested higher education sector, evidenced by protests on fees, decolonisation and affordability amongst other concerns [4].

Higher education, specifically, is tasked with preparing graduates for societies and economies that are experiencing tumultuous shifts. Universities in Africa, as with their counterparts globally, are required to contribute to the development of their societies. Such advancements need to be underpinned by teaching and learning strategies that create well-educated, socially conscious citizens equipped with the knowledge, skills and attributes for a rapidly changing era. Menon and Castrillon [5] argued for 'an aggressive disruption of current thinking, existing methods and processes, if higher education and universities are to achieve real change to the way in which teaching and learning pedagogies are framed.' Disruptions of the kind envisaged are usually planned with clear 'as is' and 'to be' scenarios. The gravity of the current disruptions is unplanned and the structural, systemic and long-term seismic shifts are yet to be gauged.

The pandemic has brought into sharp focus several questions that are not new but acquired a different dimension given the current circumstances. For example, what needs to shift in how lecturers teach and how students learn? What does the blurring of the lines between the physical, digital and technological mean for social relationships and for student learning? What do these shifts mean for different countries? Is learning in an environment with peers in a class better than learning online? And how does online learning equip students with relevant skills for newly configured workplaces?

Across the world, examples abound of tertiary systems being disrupted, delayed and sometimes destroyed by natural disasters and conflicts. Syria, for example, has been in danger of losing a generation to conflict and violence. Due to continued disruptions, some of the options explored have been to provide students with the right to defer modules to the following year, and the reorganization of examinations and additional

supplementary exams [6]. Elsewhere, the COVID-19 pandemic has necessitated a 'slowdown of Somalia's emergence from decades of civil war that decimated its institutions, including tertiary education institutions, and left an estimated 2.6 million people displaced' [7].

UNESCO [1] estimated that the pandemic resulted in the physical shutdown of education institutions globally and that, at a conservative estimate, at least 91% of the world's students, both in school and higher education – 890 million in 114 countries – were affected.

Forecasts for the long-shadow implications of Covid-19 range from a 5-year disruption to one of six months. Forecasts equally predict between a 15% to 25% decline in enrolment, depending on the part of the world in which the calculations are made [8]. For example, it took higher education two years to recover from the impact of the SARS epidemic in 2003.

A debate in June 2020, critically engaged with how we prepare after for the new normal in tertiary institutions, demonstrates the key tensions. Marwala [9] suggests that new developments in knowledge, science, technology and ways of economic production are the probable trajectory of the future. Badat [10] however caution in respect of how we engagement with the 4IR, noting that tertiary institutions should not use the pandemic to initiate and institutionalise reorganization, restructuring and changes that are desired by proponents of the 4IR without open debate about their desirability generally. [11] rightfully assert that the need remains for critical reflection on the planetary pivot to digitally mediated remote and distance education. It is envisaged that there will be a pressing need for an unambiguously critical evaluation and monitoring of higher education's responses to the lockdown, especially in relation to teaching and learning remotely.

3. Nigerian Universities' Response to COVID-19 Pandemic

Nigeria, Africa's most populous country, announced the closure of its airports to international flights for one month from 21st March, 2020 in response to the COVID-19 situation [12]. On the same date, the Federal Ministry of Health confirmed there were currently 22 confirmed cases but no reported deaths at that time. Advisory measures related to social distancing were recommended along with suggestions to restrict travel, postpone and cancel large gatherings (Nigeria Centre for Disease Control [13]). All public and private schools were ordered closed in 10 of 26 states to prevent the spread of the disease [14]. Following on from the directive to close all schools, the National Universities Commission (NUC) ordered all universities in Nigeria to close [15]. This was scheduled to last for a period of one month commencing from 23rd March, 2020. This was issued as a 'directive from the Federal Government to prevent the spread of the virus' according to a NUC spokesperson [2] Fast-tracking of on-going second term examinations in Unity colleges was also advised following the ordering of closure of 104 unity schools by the Federal Ministry of Education. On 29th March 2020, it was reported that there was a lockdown order in Lagos, the most populous city in sub-Saharan Africa for one week [16].

3.1. Enhancing the Pedagogical Project in Global Pandemic

Much discussion has taken place about whether the pedagogical project has been derailed or enhanced, and it is suggested that this is not binary. The alternative for the university would have been to do nothing and face closure. This would not have been

a viable option because it could pose a risk to the financial sustainability of the university and, secondly, it would not be delivering on its mandate. Some institutions, for example the Nigerian Federally-owned University were closed prior to the lockdown due to the Academic Staff Union of Universities strike, and their ability to deal with the COVID-19 period proved more difficult. As Meek and Davies [17] note, such institutions tend to exhibit strong features of managerial control both in the nature of their management structures and the corporate culture that emerges in these contexts.

The announcement by Cambridge University ahead of other institutions that it would continue fully online until 2021 (except for an on-going tutorial system), reflected the uncertainty about the future, which requires universities to hone and finesse the teaching and learning strategy. While there is a national regulatory and set of statutory rules, it seems that universities were opting for return with restrictions to remote teaching, or a combination of these. In Nigerian, a controlled resumption of the academic year was announced in September, 2020 with national directives and the parameters for reintegration published by the NDDC, though most of the public universities are still closed because the ASUU strike is still on as at the time of writing this paper.

3.2. The Flipped Classroom to Fully Online: Technology 101 as the New Norm

A useful distinction is made between teaching with technology and teaching through technology. Lecturers who previously used technology to support face-to-face/contact teaching to construct engaging learning opportunities, no longer had this blended option. They had to now teach solely through technology and consequently the whole enterprise had to be rethought. In some cases, lecturers used alternative ways of teaching, conscious of the data challenges that students faced. Working remotely required a rehaul of ways of working, convening meetings, but also the training of supervisors, conducting writing classes, and sessions with academics. Along with the rethinking, an evaluative exercise is required to determine whether, if digital connectivity is achieved, teaching and learning can occur optimally. This will require post-mortem reflections from academics, students and different divisions involved in teaching and learning. Whether there will be sufficient pause in the COVID-19 pressures to enable critical reflections is an unknown factor. How does one ensure that the spaces created by ‘live’ human interaction are similar in online situations? One academic indicated that due to the connectivity problems of the students, the lectures were recorded for asynchronous viewing, although some students were present in the live classroom, which immediately created a disparity. She immediately found a solution by using WhatsApp to call each student in her class (but this was a small class so was feasible).

Achieving educational equity highlights social equity and socioeconomic divides South Africa is a vastly unequal society with great wealth and income inequality [18]. Despite strides being made in transforming the higher education sector with widening of access a primary goal of the country, COVID-19 may in future hinder progress. The digital divide could create new patterns of exclusion. Numerous poignant anecdotes capture the challenges the students faced. In one instance in a rural area, a student had to climb a mountain in order to get limited connectivity to WhatsApp images of an assignment to meet the designated submission time because there was no possibility of e-mailing it (Personal communication, Law lecturer, May 2020). The role of social media has complemented communications and has informed strategy,

with many requests or problems coming to the university on these platforms, especially with connectivity, data and devices.

The critical dilemma for the university will be how to develop a strategically cautious, informed approach to remote teaching and learning. This can only be done through holding up the mirror and evaluating whether the rapid adaptation to technologies for teaching and learning has been effective. Conscious of the inequities of the student population, decisions have to be made about ensuring access with success: The lockdown in many countries occasioned by the pandemic requires us to hold the mirror up to what happens when classroom space-time travels in the other direction, into the home environment, introducing the polysynchronous world of learning in the digital age into the rhythms of family life. [11] Equity and inequality issues surfaced repeatedly. Some students had uncapped access to Wi-Fi, and sophisticated devices, others lived in areas where network connectivity was poor and worked off a simple smartphone. Some, who live in remote areas, received devices only after delays. Despite this, and as data and device access improved, the level of participation on the LMS especially for undergraduates increased to about 90%, up from an average of 50% in the first week of the lockdown. Weekly reports from deans on progress fed discussions on fine-grained issues like students' vulnerabilities; reports from academics provided insights into difficulties that students and academics were experiencing such as incidence of erratic performance or participation on Blackboard and, additionally, academics having to cope with families, young children and care responsibilities. The gap between social equity and education equity (Motala[4]) was very evident, as were the vast social disparities that enabled or disadvantaged students.

Moreover, as Fataar [19] notes 'the COVID-19 pandemic simultaneously engages, intensifies and subverts existing educational inequity and iniquity' and this necessitates engagement with a new way of seeing and doing. A major issue that emerged was the psychosocial issues in an environment devoid of human contact and touch, and the real distress that some students and staff felt with isolation, physical and social distancing. The university has responded in various ways, but the human cost of the Covid-19 period is yet to be seen. Caring and support had to be normalised, recognising that the emotional impact of the pandemic was pervasive. The only choice for the university was Hobson's choice – 'business as usual' – while recognising that it was 'business unusual.' Academics reflected on sessions with students and spent time 'counselling' and allaying the fears of students, often deriving comfort from the contact. Different strategies for staff and students were enhanced, and modified and expanded for psychological support and counselling. As Peters and Rizvi [20] note: Since a core function of education has always been social and cultural formation, the question arises as to what kind of sociality is possible when students and their faculty only meet in the digital space, especially since in recent years, when universities have promoted the idea of global citizenship.

3.3. Challenges of e-learning in Nigeria

E-learning is still confronted with a lot of challenges in Nigerian Universities especially during this pandemic as this is the only medium available for learning. One of these challenges is epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours power supply at a stretch. Irregular power supply in Nigeria is seen as an age-long problem, which has affected almost every aspect of the Nigerian economy with no exception to the educational sector. This

unstable and poor power supply has caused a major setback for technological advancement of many universities in Nigeria. Most rural areas in Nigeria where some students are resident are not even connected to the national grid and as such, these students will experience difficulty in utilizing the e-learning platform effectively. Also, shortages in power supply have brought difficulty in powering of educational gadget such as smartphones, laptops and desktop computers needed for learning.

Another major obstacle to e-learning in Nigeria is tied towards the high cost of internet data services. The internet service required to connect to this e-learning platform sometimes requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers to access. In cases where there is even data, poor internet connectivity by network providers is of major concern especially when it comes to video conferences where both the students and lecturers have to interact.

Equally, the cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average worker in the country. Few students that are privileged to have a PC/Laptop are not connected to the internet as these do attract extra cost which they cannot afford. Also, this poor internet connectivity and high cost of data resulted in low attendance of students during the online classes. This low online class attendance has also been linked to the poverty situation in the country as some families and students might not be able to afford basic needs such as food and clean water let alone the expensive gadgets or resources to sustain them for online learning. Another challenge posed by the e-learning education is the incapability of lecturers to assists learners develop the skills and training required to make the e-learning platform effective.

3.4. Technology Acceptance Model

The Technology Acceptance Model (TAM), introduced by Davis [21], is one of the most widely used models to explain user acceptance behavior. This model is grounded in social psychology theory in n general and the Theory of Reasoned Action (TRA) in particular [22]. TRA asserts that beliefs influence attitudes, which lead to intentions and therefore generate behavior. Correspondingly, Davis [21,23] introduced the constructs in the original TAM perceived usefulness (PU), perceived ease of use (PEOU), attitude, and behavioral intention to use. Among the constructs, PU and PEOU form an end-user's beliefs on a technology and therefore, predict his or her attitude toward the technology, which in turn predicts its acceptance.

Davis [23] conducted numerous experiments to validate TAM by using PEOU and PU as two independent variables and system usage as the dependent variable. He found that PU was significantly correlated with both self-reported current usage and self-predicted future usage. PEOU was also significantly correlated with current usage and future usage. Overall, he found that PU had a significantly greater correlation with system usage than did PEOU. Further regression analysis suggested that PEOU might be an antecedent of PU rather than a direct determinant of system usage. That is, PEOU affects technology acceptance (TA) indirectly through PU.

In the last decade, TAM has received considerable attention and empirical support. We estimate that there were about 100 studies, published in journals, proceedings, or technical reports, related to TAM between 1989 and 2001. In these studies, TAM was extensively tested using different sample sizes and user groups within or across organizations, analyzed with different statistical tools, and compared with competing

models. It was applied to many different end-user technologies such as email. Some studies also extended TAM by including additional predictors such as gender, culture, experience, and self-efficacy. Overall, researchers tend to suggest that TAM is valid, parsimonious, and robust. Davis [23] developed and validated the scales for PEOU and PU and found six highly reliable items for each construct with a Cornbrash's alpha of .98 for PU and .94 for PEOU respectively.

4. Methodology

The paper used mix- research approaches (Qualitative and Quantitative research approach). The paper adopted the survey and Key Personality Interview (KPI). The instruments of data collection for the study were the questionnaire and interview. The questionnaire had two sections (Section A: Demographic data of the respondents; Section B: On the variable of the study). The questionnaire had 15 items. The area of study was academic staff of Lead City University, Ibadan with total population of 264 according to the Human Resource department of the University. The simple random sampling was employed by posting the questionnaire on the university's staff platform. After the administration of the questionnaire, 132 copies of the questionnaire were returned and found valid for analysis. The data generated was subject to analysis by the researchers and presented below in simple percentage tables for easy understanding and simplicity. Also a Face to face interview was conducted with the host of the Programme to provide further information on the Programme.

4.1. Data Analysis

Table 1. *Rank of Respondents.*

Ranks	No of Respondents	Percentage%
Graduate Assistant	09	6.8
Assistant Lecturer	27	20.5
Lecturer II	42	31.8
Lecturer I	21	15.9
Senior Lecturer	17	12.9
Associate Professor	11	8.3
Professor	05	3.8
Total	**132**	**100**

Table 1 revealed that 09 (6.8%) of the respondents were graduate assistants, 27 (20.5%) of the respondents were Assistant lecturers, 42 (31.8%) of the respondents were Lecturer II, 21 (15.9%) of the respondents are Lecturer I, 17 (12.9%) of the respondents were Senior Lecturer, 11 (8.3%) of the respondents are Associate Professor, while 05 (3.8%) of the respondents were Professor.

Table 2. *Year of Experience with the University.*

Year of Experience	No of Respondents	Percentage%
1-2	08	6.1
3-4	23	17.4
5-6	67	50.8
7 and above	34	25.8
Total	**132**	**100**

As shown in Table 2, 08 (6.1%) of the respondents had 1-5 years working experience, 23 (17.4%) of the respondents had 3-4 years working experience, 67

(50.8%) of the respondents had 5-6 years working experience 34 (25.8%) of the respondents had 7 and above years working experience.

4.2. Modes Used in Lecturing and Interaction with Students During the Lockdown

Table 3. *Engagement or interaction with students during the lock down.*

Interact with your students	No of Respondents	Percentage%
Yes	132	100
No	-	-
Total	**132**	**100**

In Table 3, all the 132 (100%) the respondents engaged and interacted with their students during the COVID-19 pandemic lockdown

Table 4. *Mode(s) used in engaging and interacting with students.*

Mode(s) used	No of Respondents	Percentage%
Goggle class	22	16.7
Zoom	38	28.8
Educadium	05	3.8
WhatsApp	67	50.8
Total	**132**	**100**

From Table 4 it can be seen that 22 (16.7%) of the respondents used Goggle class to interact with students during the lockdown, 38 (28.8%) of the respondents used zoom to engaged with students, 08 (3.8%) of the respondents used educadium to teach students, while 67 (50.8%) of the respondents uses WhatsApp platform to engaged with students.

Table 5. *Modes preferred and find suitable for flied of study.*

Modes preferred	No of Respondents	Percentage%
Goggle class	22	16.7
Zoom	38	28.8
Educadium	05	3.8
WhatsApp	67	50.8
Total	**132**	**100**

Table 5 indicates that 22 (16.7%) of the respondent most preferred Goggle class to for their field of study, 38 (28.8%) of the respondents most preferred zoom for their area of study, 08 (3.8%) of the respondents most preferred Educadium for, while 67 (50.8%) of the respondents uses most preferred WhatsApp platform for their area of study.

Table 6. *Rating of modes used in comparison to physical lecturing.*

Rate modes	No of Respondents	Percentage%
Highly Preferred	21	15.9
Preferred	13	9.8
Less Preferred	32	24.2
Not Preferred	66	50.0
Total	**132**	**100**

Table 6 above shows that 21 (15.9%) of the respondents highly preferred the online platforms in comparison to physical lectures, 13 (9.8%) of the respondents preferred the online platforms in comparison to physical lectures, 32 (24.2%) of the respondents less preferred the online platforms in comparison to physical lectures, while 66

(50.0%) of the respondents do not preferred the online platforms in comparison to physical lectures.

4.3. Challenges Encountered in Lecturing and Interaction with Students During the Global Pandemic

Table 7. *Effectiveness of modes used for lecturing/interactions during the lock down.*

Rating of modes	No of Respondents	Percentage%
Very effective	23	17.4
Effective	71	53.8
Less effective	23	17.4
Not effective	15	11.4
Total	**132**	**100**

As indicated in Table 7, 23 (17.4%) of the respondents affirmed that the online platforms were very effective, 71 (53.8%) of the respondents affirmed that the online platforms were effective, 23 (17.4%) of the respondents affirmed that the online platforms were less effective, while 15 (11.4%) of the respondents affirmed that the online platforms were not effective for lecturing during the lockdown.

Table 8. *Experience with network failure.*

Experience any network failure	No of Respondents	Percentage%
Yes	94	71.2
No	38	28.8
Total	**132**	**100**

In terms of experiencing any network failure, 94 (71.2%) of the respondents said yes, while 38 (28.8%) of respondents said no.

Table 9. *Response of university's management to network failure.*

Network failure addressed	No of Respondents	Percentage%
Very satisfactorily	38	28.8
Satisfactorily	12	9.1
Less satisfactorily	49	37.1
Not satisfactorily	33	25.0
Total	**132**	**100**

Table 9 shows that 38 (28.8%) of the respondents said they were very satisfied the way the network failure was addressed by the management, 12 (9.1%) of the respondents said they were satisfied the way the network failure was addressed by the management, 49 (37.1%) of the respondents said they were less satisfied the way the network failure was addressed by the management, while 33 (25.0%) of the respondents said they were not satisfied the way the network failure was addressed by the management.

Table 10. *Effectiveness of students' participations during lecturing/interactions with your student.*

Effectiveness of students' participations	No of Respondents	Percentage%
Very effective	19	14.4
Effective	57	42.2
Less effective	24	18.2
Not effective	32	24.4
Total	**132**	**100**

As indicated in Table 10, 19 (14.4%) of the respondents affirmed that students' participation during lecturing/interaction with students was very effective, 71 (53.8%)

of the respondents affirmed that students' participation during lecturing/interaction with students was effective, 23 (17.4%) of the respondents affirmed that students' participation during lecturing/interaction with students was less effective, while 15 (11.4%) of the respondents affirmed that students' participation during lecturing/interaction with students was not effective.

Table 11. *Effect of power supply on interactions with students.*

Affected by power supply	No of Respondents	Percentage%
Yes	98	74.2
No	34	25.8
Total	**132**	**100**

In Table 11, 98 (74.2%) of the respondents affirmed that interactions with students was affected by power supply, while 34 (25.8%) of the respondents affirmed that interactions with students was not affected by power supply.

Table 12*. Remedied for power supply.*

Remedied for power supply	No of Respondents	Percentage%
Provision of alternative source of energy by management	15	11.4
Recourse to self-help by lecturers concerned	89	67.4
Paucity of fund handicapped university management	-	-
No remedy provided by university management	28	21.2
Total	**132**	**100**

In Table 12, it was revealed that 15 (11.4%) of the respondents said provision of alternative source of energy by management, 89 (67.4%) of the respondents said recourse to self-help by lecturers concerned, none of the respondents said paucity of fund handicapped university management, while 28 (21.2%) of respondents said no remedy provided by university management

5. Discussion of Findings

In solving the problem statement of this paper, two research questions were drawn. A-11 item questionnaire was drawn from two research questions to get data to answer the research questions. The data obtained from the respondents are presented in tables 1 to 11 above. It is from these data that the researchers provided answers to each research questions in relations to the theories and the relevant pieces of literature used for this study.

5.1. Modes Used in Lecturing and Interaction with Students During the Lockdown

From the data gotten it was revealed that all 132 (100%) the respondents engaged and interacted with their students during the COVID-19 pandemic lockdown, 22 (16.7%) of the respondents used Goggle class to interact with students during the lockdown and preferred it than other platforms, 38 (28.8%) of the respondents used zoom and preferred it than other platforms, 08 (3.8%) of the respondents used educadium and preferred it than other platforms, while 67 (50.8%) of the respondents used WhatsApp platform to engage with students and preferred it than other platforms, 21 (15.9%) of the respondents highly preferred the online platforms in comparison to physical lectures, 13 (9.8%) of the respondents preferred the online platforms in comparison to physical lectures, 32 (24.2%) of the respondents less preferred the online platforms in comparison to physical lectures, while 66 (50.0%) of the

respondents do not preferred the online platforms in comparison to physical lectures. In an interview with the Director of Academic Planning, she mentioned the above platforms used by lecturers and she stated that at first they was no formal training for the staff but when the school resumed after the lockdown, the management organized training for staff so has to continue some of the courses with large population online.

Thus it can be said that all lecturers in Lead City University Ibadan interacted with their student during the lockdown. WhatsApp and Zoom were most used and preferred by lecturers. Majority of the lecturers preferred physical class than online class. Supporting the findings with constructs by Davis (1986, 1989) who introduced these constructs in the original TAM perceived usefulness (PU), perceived ease of use (PEOU), attitude, and behavioral intention to use. Among the constructs, PU and PEOU form an end-user's beliefs on a technology and therefore, predict his or her attitude toward the technology, which in turn predicts its acceptance. That is for the lecturers of Lead City University perceived the usefulness of online platform in teaching during the lockdown which affected their attitude and behavior about those platforms and which in turn were accepted by them to teach.

5.2. Challenges Encountered in Lecturing and Interaction with Students During the Global Pandemic

From the data gathered 23 (17.4%) of the respondents affirmed that the online platforms were very effective, 71 (53.8%) of the respondents affirmed that the online platforms were effective, 23 (17.4%) of the respondents affirmed that the online platforms were less effective, while 15 (11.4%) of the respondents affirmed that the online platforms were not effective for lecturing during the lockdown. Majority 94 (71.2%) of the respondents experienced network failure. 38 (28.8%) of the respondents said they were very satisfied with the way the network failure was addressed by the management, 12 (9.1%) of the respondents said they were satisfied with the way the network failure was addressed by the management, 49 (37.1%) of the respondents said they were less satisfied with the way the network failure was addressed by the management, while 33 (25.0%) of the respondents said they were not satisfied with the way the network failure was addressed by the management. 19 (14.4%) of the respondents affirmed that students' participation during lecturing/interaction was very effective, 71 (53.8%) of the respondents affirmed that students' participation during lecturing/interaction was effective, 23 (17.4%) of the respondents affirmed that students' participation during lecturing/interaction with students were less effective, while 15 (11.4%) of the respondents affirmed that students' participation during lecturing/interaction was not effective.

98 (74.2%) of the respondents affirmed that interactions with students were affected by power supply, while 34 (25.8%) of the respondents affirmed that interactions with students were not affected by power supply. 15 (11.4%) of the respondents said provision of alternative source of energy by management, 89 (67.4%) of the respondents said recourse to self-help by lecturers concerned, while 28 (21.2%) of respondents said no remedy provided by university management. In an interview with the Director of academic planning, she affirmed these challenges faced by lecturers and she said the management has now carried out training for lecturers and extra remuneration will also be paid to postgraduate lecturers as the school has decided to adopt the blended approach to postgraduate programmes to enhance lecturers' effectiveness.

Thus it can be said that online platforms were effective for lecturing during the lockdown in Lead City University. Lecturers experienced network failure in lecturing online. Lecturers were not satisfied with the way the network failure was addressed by the management. Students' participation during lecturing/interaction with students was effective. Interactions with students were affected by power supply. In supporting the findings with literature, it was stated that one of these challenges was epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours power supplies at a stretch. Another major obstacle to e-learning in Nigeria is tied towards the high cost of internet data services. The internet service required to connect to this e-learning platform sometimes requires a lot of data.

6. Conclusions

Lecturers in Lead City University, Ibadan interacted with their student during the lockdown. WhatsApp and Zoom were most used and preferred by lecturers. Majority of the lecturers preferred physical class than online class. Online platforms were effective for lecturing during the lockdown in Lead City University. Lecturers experienced network failure in lecturing online. Interactions with students were affected by power supply. Lecturers were not satisfied with the way the network failure was addressed by the management. Students' participation during lecturing/interaction with students was effective.

Recommendations

In accordance with the findings of this study, the researchers recommend the following;

a. WhatsApp and Zoom platforms were seen very effective for teaching and interaction with students, Lead City and Nigerian Universities should further tap into the opportunity these platforms offer in achieving success through online teaching and learning.

b. Lead City University, Nigerian Universities and the Nigerian Government should develop better network service and stable power supply so as to make online teaching and learning more effective.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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