

Attitude Of History Lecturers Towards The Use Of Online Learning And Online Teaching During The Covid-19 Pandemic

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Abstract

Many universities employed online learning and online teaching during the covid-19 pandemic. Despite the benefits of online learning and online teaching, lecturers' attitudes can act as a barrier to their effective use. The research study aimed to find out the attitude of history lecturers towards the use of online learning and online teaching in Nigerian tertiary institutions. A total of 144 history lecturers were recruited for the study. The findings revealed that history lecturers showed a positive attitude towards the use of online learning and online teaching. There was no significant difference in the attitudes of male and female history lecturers regarding the use of online learning and online teaching. It is suggested that more history lecturers should be given training on online learning and online teaching approaches in order to broaden their use of online learning and online teaching platforms.

Keywords: e-learning, e-teaching, history lecturers, universities

Introduction

Many countries' higher institutions' online learning and online teaching cultures have exploded since the outbreak of corona virus disease in 2019 (Covid-19). Online learning and online teaching can be characterized as different types of learning that takes place through the Internet without the use of a physical classroom, students, or lecturers. It allows teachers and students to communicate with one another over the Internet. Teachers, institutions, and students can more easily strategize, supply, and monitor knowledge and instruction methods with the help of e-learning outfits (Almaiah et al., 2020). According to Haghshenas (2019), online learning involves the management of learning materials through electronic methods. Long-

distance/location barriers in the learning process have been proved to be overcome via online learning and online teaching. Online learning is the act of students communicating and receiving educational instructions via electronic media for the purpose of knowledge accumulation, with the goal of providing a platform for high-quality educational contributions that can help them improve academically (Owo & Ajie, 2020). According to Adeoye et al. (2020), online learning is an electronic technique of learning that includes learning over the Internet in an interactive interface that is convenient for both learners and lecturers.

Furthermore, according to Oyeniran et al. (2020), online learning refers to the use of modern communication technologies for beneficial interactions between lecturers and students in order to facilitate progressive educational activities at various places. Online learning, according to Akpomi et al. (2020), facilitates students' knowledge upgrading by allowing them to access educational materials online from the comfort of their own homes. As a result, the global adoption of digital technologies in higher education institutions is geared toward active learning by students (Alexander et al., 2017; Bates & Sangra, 2011; Johnson et al., 2016).

Although traditional education has its place in higher education, online learning has several advantages, including continuous learning outside of the classroom, peer and colleague sharing of academic experiences, easy access to important educational information at any time, and high-quality research, to name a few. Eze et al. (2018) defines online learning education as the comprehensive integration of current communications technology and ICT resources into the educational system for high-quality teaching, learning, and research. Consequently, the use of e-learning and learning in Nigerian universities is being directed toward the creation of a digital educational framework in which teachers and students can effectively interact and communicate for the purpose of continuous learning and research in the Nigerian university system for quality human capacity development. The use of digital technology in presenting a concept, placing the concept in various situations, building ties with existing knowledge, and conducting debate that probes students' grasp of the concept and its context are all examples of online learning and online teaching (Nakajima & Hori, 2016). Online learning and online teaching, according to Naidu (2006), is the use of networked information and communication technology for teaching by the teacher. E-teaching, according to Carmona (2006), is the use of information and communication technologies (ICTs) to improve the art of teaching. Students can take full control of their own learning via online learning and online teaching.

According to Bakare et al. (2018), the instructor serves as an interface between online teaching facilities and learners for meaningful academic instruction in online learning and online teaching. Some academics believe that integrating technology into the classroom, if done correctly, can improve students' academic performance. Computers, electronic whiteboards, the Internet, and social media platforms, among other things, are essential tools and routes for knowledge transmission in online learning and online teaching. These devices are powerful teaching and e-learning tools. Additionally, according to Allen and Seaman (2008), online learning and online teaching allows a lecturer to present the same subject to different groups of students at different times and locations. It also streamlines the lecturer's delivery cycle and reduces the costs associated with each stage of their service supply. Nagy (2008) claims that using applicable digital devices and platforms, a teacher can contact students in diverse schools at their locations in his or her teaching and practice.

The goal of online learning and online teaching is to inspire and instruct teachers to deliver engaging and successful lessons (Nakajima & Hori, 2016). Web-based teaching, computer-based teaching, video conferencing, teleconferencing, and digital collaboration are all examples of online teaching, according to Bakare et al., (2018). To give online teaching instructions, a variety of methodologies and platforms could be used. Most institutions of higher learning across the world use e-technologies primarily as a supplement to face-to-face interactions and intense web-enhanced instruction, rather than as a replacement (Bates & Sangra, 2011; Guri-Rosenblit & Gros, 2011).

Statement of Problem

Despite the benefits of online learning and online teaching, lecturers' attitudes can act as a barrier to their use. As a result, it is necessary to study about history lecturers' attitudes towards online learning and online teaching. There little or no studies on history lecturers' attitudes regarding online learning and online teaching, to the best of the researchers' knowledge. As a result, the authors' quest to conduct this study on history lecturers' attitudes toward online learning and online teaching was fueled by this missing connection.

Any study of history learning and teaching must address the dynamic nature of pedagogical techniques as well as the understanding of the history teacher's role. History teachers are trained and competent professors, teachers, or lecturers who are licensed to teach students in their particular specialized field of study. The main goal here would be to get students to participate in a process that reorganizes and reconstructs experience within the context of historical explanation (Dewey, 1964). Meaning would be added to experience as a result of this process, increasing the educational possibilities of influencing the student's following experience (Dewey, 1964). The attitudes of lecturers play a critical role in successfully initiating and using educational technology in the teaching and learning process (Lumumba, 2007). Teachers are the most important stakeholders in all formal education, and their opinions regarding online learning and online teaching have a big impact on whether they accept or reject it (Rogers, 2003). The success of online learning and online teaching in higher education is heavily reliant on lecturers' attitudes (Salmon, 2011; Teo, 2011; Teo & Ursavas, 2012). Thus, knowing the attitude of history lecturers is critical in the deployment of online learning and online teaching systems in history learning and teaching.

Literature Review

In terms of behavioral perspective, Eagly and Chaiken (1993), Barki and Hartwick (1994) describe attitude as an affective or emotional appraisal of a person, object, or event that leads to positive or negative conduct in response to it. Personal factors of academic staff, such as educational level, age, gender, educational experience, familiarity with the computer for educational purposes, and attitude toward ICT, according to Schiler (2003), can influence technology adoption. In addition, the literature links teachers' attitudes to personal characteristics like gender (Dong & Zhang, 2011), years of teaching experience (Karaca et al., 2013; Onasanya et al., 2010), computer exposure (Karaca et al., 2013; Krishnakumar & Kumar, 2011), and academic qualification (Rahimi & Yadollahi, 2011). According to research,

lecturers' attitude towards technology has an impact on their acceptance of technology's use and integration into instruction (Huang & Liaw, 2005).

Online learning, according to Owo and Ajie (2020), decreases travel time and the expense of building infrastructure development. After carefully considering several parameters, such as the number of students educated, the distance to be traveled, and the length of training, Arkorful and Abaidoo (2014) concluded that the cost-benefit of online learning in training students is smaller than that of physical (face-to-face) interaction. Similarly, Guragain (2016) asserted that the value of face-to-face class contact in terms of material generation, delivery, and maintenance is significant.

Purpose of the study

The purpose of the study was to find out history lecturer's attitude towards the use of online learning and online teaching. Specifically the study seeks to

1. Find out the attitude of history lecturer's towards the use of online learning and online teaching.
2. Ascertain the extent of difference between male and female history lecturers' attitude towards the use of online learning and online teaching.

Research Method

The researchers received ethics approval to carry out this survey from the Research Ethics Committee, University of Nigeria. The survey method was used to determine the attitudes of history lecturers towards the management and use of online learning and online teaching. The study's target population was all history lecturers in Nigerian tertiary education institutions. A sample of 144 history lecturers were recruited for the study using stratified, random, and convenience sampling techniques. The study's data was collected statistically using online learning scales that assessed lecturers' attitudes toward online learning and online teaching. The Online Learning Attitude Scale (OLAS) (Usta et al., 2016) is a five-point Likert-type scale ranging from strongly disagree (1) to strongly agree(5) with 20 items. The total Cronbach's alpha value for the internal consistency of the OLAS is 0.90, according to a research report (Usta et al., 2016). The study used a Test of e-Learning Related Attitudes (TeLRA) scale (Kisanga & Ireson, 2016) to examine history lecturers' attitudes toward online learning and online teaching in the second questionnaire, which was a closed-ended questionnaire. The TeLRA scale was a four-point Likert scale with degrees of agreement ranging from 1-strongly disagree to 4-strongly agree. Cronbach's coefficient alpha was used to determine the scale's reliability, and it was found to be 0.87. The history lecturers were asked to grant informed consent before completing the questionnaires. The data was then analyzed using relevant statistical tests such as mean, standard deviation, regression, and f-test statistics in the Statistical Package for the Social Sciences (SPSS, version 22) based on a.05 level of significance.

Results

RQ1: What is the attitude of history lecturers towards the use of online learning and online teaching?

Table 1: Mean and standard deviation on attitude of history lecturers towards the use of online learning and online teaching

N	Mean	Std. Deviation	Std. Error of Mean	Skewness	Kurtosis
144	27.35	1.85	.15397	.637	-.703

N=number of respondents

Table 1 shows that the mean attitude rating of history lecturers towards the use of online learning and online teaching was 27.35 with standard deviation score of 1.85. This suggests a positive attitude of history lecturers towards the use of online learning and online teaching.

RQ2: What is the extent of difference between male and female history lecturers' attitude towards the use of online learning and online teaching?

Table 2: Mean and standard deviation on extent of difference between male and female history lecturers' attitude towards the use of online learning and online teaching

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Te	Male lecturers	66	27.37	1.87	.229
LRA	Female lecturers	78	27.33	1.84	.209

N=number of respondents

Results in Table 2 shows the mean attitude scores for male and female history lecturers, which was found to be 27.37 (SD =1.87) for male and 27.33 (SD = 1.84) for female history lecturers. This indicates that both male and female history lecturers have similar positive attitude towards the use of online learning and online teaching.

H01: there is no significant difference between male and female history lecturers' attitude towards the use of online learning and online teaching.

Table 3: T-test analysis testing the significant difference between male and female history lecturers' attitude towards the use of online learning and online teaching

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI
Te	.118	142	.906	.037	.31010	-.576, .649
LRA						

Table 3 show the t-test analysis testing the significant difference between male and female history lecturers' attitude towards the use of online learning and online teaching. The results

showed no significant difference between male and female history lecturers' attitude towards the use of online learning and online teaching, $t(142)=.118$, $p=.906$. Therefore, the null hypothesis of no significant difference was not rejected.

Discussion

This study looked into history lecturers' attitude towards the use of online learning and online teaching. The results show that history lecturers demonstrated a positive attitude towards the use of online learning and online teaching. This finding supports the findings of Xhaferi et al. (2021) who found that lecturers have a positive attitude towards e-learning. According to the findings, both male and female history lecturers have a positive attitude toward online learning and online teaching. This finding supports the results of Xhaferi et al. (2021) who found that lecturers, regardless of gender, have a positive attitude toward e-learning. The analysis revealed no statistically significant differences in the attitude of history lecturers towards the use of online learning and online teaching. This is in line with Kisanga's (2016) findings which revealed that teachers have a positive attitude toward e-learning, with computer experience having a statistically significant impact on their opinions.

There was no statistically significant difference in the attitudes of male and female history lecturers towards the use of online learning and online teaching. The findings are consistent with those of Xhaferi et al. (2021), who found no significant difference in attitudes toward e-learning between male and female lecturers. Furthermore, Chandwani et al. (2021) discovered no significant differences in teachers' attitudes regarding online instruction based on their gender. The findings contradict Murthy and Srishylam (2016) findings, which indicated a substantial difference in the mean scores of attitude toward e-learning among the teacher educators with respect to their gender. Since the study only looked at history lecturers, it is necessary to look into other professionals in the higher education sector. This research is limited to the perspectives of history lecturers on online learning and online teaching. Students' perspectives should be taken into account in future studies. It is suggested that more history lecturers should be given training on online learning and online teaching approaches in order to broaden their use of online learning and online teaching platforms. There is also a need to address factors that may influence history lecturers' attitude towards the use of online learning and online teaching in the future.

Conclusion

According to this survey, history lecturers have a positive attitude towards the use of online learning and online teaching. According to the finding, both male and female history lecturers have a positive attitude towards the use of online learning and online teaching. This could be because online learning and online teaching offer significant benefits to history lecturers and students in higher education institutions. Because history lecturers have a positive attitude towards online learning and online teaching, they are not hesitant to incorporate online learning and online teaching approaches into their teaching process.

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