MOUNTAIN TOP UNIVERSITY (MTU) STUDENTS' PERCEPTION OF ONLINE LECTURES AMIDST COVID-19 PANDEMIC

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A RESEARCH PROJECT SUBMITTED TO THE

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AUGUST, 2021

DECLARATION

I hereby declare that this project has been written by me and is a record of my own research work. It has not been presented in any previous application for a higher degree of this or any other University. All citations and sources of information are clearly acknowledged by means of reference.

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EKERE, TABITHA OYILONYE

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Date

CERTIFICATION

I certify that this work was carried out by Ekere, Tabitha Oyilonye at the Department of Mass Communication, Mountain Top University, Ogun State, Nigeria under my supervision.

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(Supervisor) Signature Date

Prof. Babatunde Oni _____

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(Head of Department) Signature Date

DEDICATION

I humbly dedicate this work to God Almighty for his divine guidance and strength to produce this work, to my loving parents for their encouragement and support and to myself for believing in me and working hard.

ACKNOWLEDGEMENT

My most profound gratitude goes to God Almighty for guiding and sustaining me throughout this programme. I would not have gone this far but for him. I am immensely grateful for his provision, good health and the will power to embark on the degree program and much more.

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Also worthy of note are my amazing friends, course mates, co-supervisees and colleagues. I say a huge thank you to all of you for being there for me. You all shall exceed limits and excel in all endeavors.

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ABSTRACT

Prior COVID-19 lockdown across the world, learning was done in a face-to-face system where teachers and students meet at a specific location for teaching and learning to take place. However, the advent of internet and information technology contributed to the development of virtual educational impartation in higher institutions of learning around the world. Due to the outbreak of Covid-19 pandemic, most institutions across the world migrated to a full-fledged online lecture delivery in order to reduce the effect of the COVID-19 pandemic on students, such as delay in student graduation, possibility of student engaging in unruly activities during lockdown and breakdown in the student cognitive learning process. Hence, this study sought to investigate the perception of students of Mountain Top University online lectures adopted during and after the covid-19 pandemic lockdown. This study employed descriptive survey research design and the instrument used for data collection was a structured questionnaire. 308 questionnaires were retrieved from the respondents. Data collected was analyzed using tables, frequency counts and percentage. Study revealed that majority of the respondents have a positive perception towards online lectures and its platforms and claimed to have been fully ready to use the technology. The findings also showed that majority of the respondents have the required skills and competencies, most especially the use of ICT for online lectures. However, it is recommended that Provision of faster internet services with lesser cost and other facilitating conditions such as availability of technical assistance, internet, computer system, mobile phone , and power supply to aid the use of online lectures by students be provided.

KEYWORDS: Mountain Top University, Students, Perception, Online lectures, Covid-19 pandemic.

CHAPTER ONE

1.0 Introduction

1.1 Background to the Study

Learning is a major factor that contributes to human development. It is the basis for the establishment of the education sector. Different researchers have described learning in different ways based on their views. For instance, according to Lauchman,(1997), as cited by Houwer, Barnes-Holmes, and Moors (2013), learning has been described as the behavioral changes from experience gotten. In the definition given by Domjan (2010), it is described as a change that occurs in the process of changing behavior. The differences in the definitions and meaning of learning, made Houwer, Barnes-Holmes, and Moors (2013) provide an encompassing definition that can fit into any view, hence, described learning as the behavioral changes that occur as a result of certain effects from the environment on the organism.

Over the years, learning has been done in a face-to-face system, where teachers and students meet at a specified place for teaching and learning to take place. However, the development of the internet and information technology has contributed to the development of educational institutions around the world where learning takes place. According to Clement (2020), there were 4.57 billion active internet users as of July 2020 and stands for 59% of the world population. More so, there are 4.17 billion unique mobile internet users, 3.96 billion worldwide active social media users, 3.91 billion active social media users and 5.16 billion unique mobile phone users The internet has benefited the world to overcome the limitations of time and space, develop value and has today become an important tool for teaching and learning for all. It has completely changed the way of life of people and has found its way into their important daily life activities, including the education sector. The internet has caused a major change in the way teaching and learning are done and took it beyond the four walls of the universities and into the palms of everyone. This has led to the different types of the learning process we have today, such as online learning, blended learning, and electronic learning among others.

Online learning can be defined as the process of using a computer, mobile phone, or other electronic devices that can access the internet to learn (Kharve and Gogia, 2016). It is the use of

information and computer technologies and systems to build and design learning experiences (Horton, 2006).

In the same vein, Howlett, Vincent, Gainsborough, Fairclough, Taylor, and Vincent (2009) also described online learning as the use of information technology to enhance the quality of education. It is the learning condition that enables learners to utilize cyberspace to retrieve the content and increase their educational chances. In a nutshell, it is the type of learning that is 100% virtual over the internet without the use of massively open online courses (MOOC).

Online learning allows students to get wider access to information gathering or sharing and enable them to flexibly carry out their education which is not restricted to a particular spot or time (El-Seoud, Taj-Eddin, Seddiek, El-Khouly, & Nosseir, 2014). It offers many benefits for students because it is a type of learning that is student-centered, flexible and provides improved interaction between lecturers and students via asynchronous or synchronous tools such as email, forums, chats, videoconference, etc. (Dhawan, 2020; Marinoni, Van't and Jensen, 2020; Anwar and Adnan, 2020). Teaching and learning do not necessarily have to happen at the same time, as students can view a recorded version anytime as long as they have are connected to the internet. It can happen asynchronously, in that students can watch lectures at their own pace or synchronous, where the student must be available to listen to the lecture in real-time (TopHat, 2021).

Hence, in the context of this study, the online lecture is defined as a form of internet-based online learning, delivered as an educational lecture in real-time (synchronous). Lectures are recorded in form of video, audio, or both and then uploaded and made viewable on a designated site by a formalized educational institution. Students may visit the university website made for such function to view the lecture online at their convenience once they have access to the internet. It provides a learning environment that allows learners to undertake their education flexibly and enable them to be more self-regulated in learning.

The history of online learning can be dated back to 1960 at the University of Illinois USA, even though the internet wasn't available at that time, but students were able to learn from computer terminals that were linked together to form a network. Hence, the first-ever online course was offered by the University of Toronto in 1984 and after three years, the University of Phoenix became the first educational institution in the world to launch a whole online educational

institution offering bachelor's and master's degree programs. This was the beginning of the revolution of online education whose significance was unknown back then until recently (Soumik, 2020).

In the early 1990s, the Open University in Britain began distance learning as the first of its kind, and currently, the Gandhi National Open University in India is the largest in the world with over 4 million students enrolled, most of whom currently receive education via online methods (Soumik, 2020).

In the case of Nigeria, the first education ordinance took place in 1882 while Nigeria was still a protectorate under the British Government. Later, they revised the orders and created education to close the gaps in educational disparities among Nigerians (Fabunmi, 2006).

According to the National Universities Commission of Nigeria, there are 44 federal universities, 52 state universities, 99 private universities, and 12 distance learning centers (NUC, 2021). Online learning began in Nigeria in the early 1930s when some Nigerians had to undertake courses from British universities through correspondence (Enukwu & Ojogwu, 2006). This continued until the University of Ibadan was established in the year 1948 and by 1950, the university kicked off the part-time course for staff in the faculty of education.

Different universities gave distance education different names. The University of Lagos gave it "Correspondence and Open Studies Unit" in 1973, by 1997 it was changed to "Distance Learning Institute".

In 2002, Nigeria's first open university, National Open University (NOUN) started operation. The National Teacher Institute is the second to start distance education in Nigeria as a national establishment. Other institutions include Olabisi Onabanjo University and Tai Solarin University of Education (Adesoye &Amusa, 2011). Today, several other institutions across the country make use of online learning facilities for teaching and learning in the form of hybrid learning (that is, the use of face-to-face and electronic systems for teaching and learning) while some make use of the online learning facilities for students enrolled in their distance learning programs alone.

Other factors that make online learning beneficial include convenience on the path of both teachers and students, access to resources regardless of location and time, reduced costs, and reduction in air pollution (Niebuhr, Niebuhr, Trumble, and Urbani, 2014).

In December 2019, there was an outbreak of a novel disease in Wuhan, China called COVID-19 (Coronavirus), formerly called 2019-nCoV. This disease resulted in the disruption of daily activities in every sector of the economy, including the educational sector across over 180 countries of the world, including all the continents (Al-Hanawi, Angawi, Alshareef, Qattan, Helmy, Abudawood, Alqurashi, Kattan, Kadasah, Chirwa, and Alsharqi, 2020). The coronavirus spread across the world so quickly with its deadly effect on the world population, such that the World Health Organization on March 11tth 2020 declared it as a global pandemic (WHO, 2020).

The devastating effect of the coronavirus resulted in the sudden shutdown of all educational institutions all over the world, hence, resulted in several challenges at all stages and processes of learning across all levels of education, most especially for students. Currently, according to WHO (2021), the Coronavirus disease is reported to have spread across over 213 countries with a global record of about 158 million (158,551,526 precisely) confirmed cases, about 3 million (3,296,855 precisely) deaths, and a total of over 1billion (1,206,243,409) vaccine doses being administered as at May 11, 2021. In the Nigeria case, according to Nigeria Centre for Disease Control (NCDC) as of May 11, 2021, there were 165,468 confirmed cases, 2,065 deaths, and 156,318 discharged cases (NCDC, 2021).

As a result of the effect of the Covid-19 pandemic that befell the world since December 2019, lots of online learning, e-teaching, or e-lectures softwares are being explored and deployed for testing, to ensure maximum ease for students use (Kwary and Fauzie, 2018). Several institutions all over the world have migrated to online learning education from the traditional, or hybrid (blended) learning mode; however, both students and institutions have been confronted with several challenges ranging poor internet connection, insufficient digital skills among students, inadequate preparation and facilities, inaccessibility to the internet, among others (Attardi and Rogers, 2015). To measure the impact of a full-blown online lectures system of learning, this study investigates the perception of students towards online lectures in Nigeria during the Covid-19 pandemic.

1.2 Statement of the Problem

Due to the outbreak of the Covid-19 pandemic, most institutions all over the world migrated to a full-fledged online lecture delivery to reduce the consequences brought by the COVID-19 pandemic on students, such as delay in student graduation, the possibility of the student engaging in unruly activities during lockdown and breakdown in the student cognitive learning process. Several institutions all over the world have introduced and deployed the use of technology to enhance learning, including those in Nigeria. Many universities in Nigeria have heeded the call to full-fledged online learning via online lectures, webinars, videoconferences, etc with private universities taking the lead while many public universities are on the lookout for the time normal physical activities will start. Some of the private and public universities that migrated to the use of online learning for education delivery includes Mountain Top University, Caleb University, Covenant University, Babcock University, Redeemers University Nigeria, Adeleke University, Anchor University, Crescent University, Christopher University, Landmark University, Federal University of Agriculture Abeokuta, Lagos State University, University of Lagos, Delta State University, Kwara State University amongst others.

Thus, as students and lecturers get used to these technologies and software to ensure learning is delivered are well received just like in a traditional learning mode, it is imperative to ascertain the student's opinion about the whole new methodology of the learning development that was void of face-to-face instruction. Hence, the major reason for this study is to ascertain students' perception of online lectures amidst the Covid-19 pandemic.

1.3 Research Objectives

The study aims to examine the perception of Mountain Top University students to online lectures amidst the covid-19 pandemic.

The objectives of this research are to:

1. Examine their perception towards online lecture platforms during the Covid-19 pandemic

2. Evaluate students' level of readiness towards online lecture during the covid-19 pandemic

3. Investigate their knowledge on the use of the required tools for online lectures

4. Investigate possible perceived challenges they faced during their participation in online lectures during the Covid-19 pandemic.

1.4 Research Questions

1. What is the students' perception towards online lectures during the Covid-19 pandemic?

2. To what extent were the students ready when online lectures were introduced during the Covid-19 pandemic?

3. Do they have the knowledge to use the required tools for online lectures?

4. What are the perceived challenges that hindered them from participating fully in online lectures during the Covid-19 pandemic?

1.5 Significance of the Study

The study will be significant to help the management of higher institutions of learning and education ministries to plan better means of engaging students to maximize learning outcomes and also to prepare for any other unforeseen situations such as the pandemic for learning and teaching environment.

The study will be beneficial to lecturers as it will educate them on the factors that affected their students' learning process during the pandemic. It will also reveal their strength and weaknesses towards the use of online learning platforms for educational use so that they can work on their weaknesses for future purposes. Furthermore, this study will become reference materials for other researchers interested in carrying out research studies related to the present study.

1.6 Scope of the Study

The study "Mountain Top University student's perception of online lectures amidst covid-19 pandemic", is aimed to examine the concept of online lectures during a covid-19 pandemic but it is streamlined to observe the perception of students towards online lectures during covid-10 pandemic among Mountain Top University students. It is also imperative to study how

individuals view online lectures. Geographically, the scope of the study for the research will be limited to Mountain Top University, Ibafo, Ogun State, Nigeria.

1.7 Definition of Terms

i. **Attitude:** describes a way of thinking or feeling about something.

ii. **Covid-19:** The coronavirus disease 2019 (COVID-19) is a communicable respiratory disease caused by a new strain of coronavirus that causes illness in humans.

iii. **Perception:** it is the act or faculty of recognizing or understanding using the senses or of the mind.

iv. **Online learning:** it is the type of learning that is 100% virtual over the internet without the use of massively open online courses

v. **Online lectures:** teaching delivered virtually as opposed to in-person either in real-time or in form of videos, audio, or both.

vi. **Pandemic:** A disease outbreak that spreads across countries or continents. It affects more people and takes more lives.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter discusses the concepts in the research topic, the theories upon which this study is to be tested, and also review the literature relevant to this study. It aims to strengthen this study by extending knowledge. It is divided into three sections:

- Conceptual Framework
- Theoretical Framework
- Empirical Review of Related Studies.

2.2 Conceptual Framework

2.2.1 Understanding the Concept of Learning

Learning has been described by different researchers and from a different point of view. According to Behlol, and Dad (2010), learning was described in the view of a behaviorist, humanists, and connectives. In the view of the behaviorists, learning is seen as a passive process of committing information to memory for reward. It places more importance on the role of the teacher in the process of learning and gives no room for the importance of interpersonal relationships, replication, and the use of intuition in the process of learning. This view by behaviorists places more emphasis on the result of learning.

In the view of the humanist, learning is taken to be a personal action taken by an individual to get self-actualization. Its main aim is not to pass an examination or cram lessons, rather, it is an in-depth curiosity of an individual to learn and apply it to things or situations around for optimal

efficiency and performance. They believe that learning comes to play when an individual uses past experiences to practically solve a problem (Driscoll, 2000 as cited by Behlol, and Dad, 2010). Such an individual has the opportunity to check his progress and make use of the feedback as part of learning, thus, such an individual will be able to learn and move forward based on the pace best for him.

In the opinion of the connectives, learning is seen as the skill and ability to know more than what has already been known. They opined that informal sources of knowledge should be in the learning process, thus, the ability to see the association between ideas, fields, and theories is a major factor in learning. The connectives believe that learners must be ready to make use of new tools to meet the needs of tomorrow, most especially in the digital era of technology.

In summary, learning is described as the increase in knowledge, skills, and methods relating to a subject matter in the abstract and the real world. It is the ability to adjust to a situation.

2.2.2 Types of Learning

The learning types are categorized by taking into consideration the different channels of perception. These learning types can impact the way teachers handle their students, group projects, and adapt individual learning. According to Malvik (2020) and Loob (2001), the most common learning types are:

2.2.2.1 Visual Learning

This is the type of learning that gives preference to seeing and observing things, including graphs, pictures, diagrams, directions, and many more. Learning is done through the eyes, by watching. This type of learning is also called spatial learning.

2.2.2.2 Auditive Learning

This is learning done by listening and speaking. Learning is achieved when the subject matter is reinforced by sound, by students listening to lectures, and use their voices to emphasize new ideas and concepts. Online learning is an example of auditive learning.

2.2.2.3 Haptic Learning

This type of learning is also referred to as kinesthetic, or tactile learning. It is learning that is achieved by experiencing or doing things, that is, by touching and feeling. It allows for students to get involved by using their hands, and planning and acting out an event as planned, to understand better the concept being taught.

2.2.3 Online Learning

According to Kharve and Gogia, (2016), online learning can be defined as the process of using a computer, mobile phone, or other electronic devices that can access the internet to learn. Kvon, Vaks, Masalimova, Kryukova, Rod, Shagieva, and Khudzhatov, (2018) defined online learning as educational content provided through the electronic media involving computers and networks to the recipient in a manner that allows for active participation and communication with the contents for learning at real-time. Online learning is the type of learning that is 100% virtual over the internet without the use of massively open online courses (MOOC). It is also referred to as virtual classes which are contradictory to the traditional learning that takes place within the four corners of a classroom in a school building.

Online learning involves all forms of educational activities that take place online, and synchronously or asynchronously through networked or standalone computers and other electronic devices (Chitra and Raj, 2018). According to El-Seoud et al. (2014), online learning gives access to the enormous amount of information accessible and sharable by the students without restriction to time or space. It offers many benefits for students because it is a type of learning that is student-centered, flexible, and provides improved interaction between lecturers and students via asynchronous and synchronous tools such as email, forums, chats, videoconferences, etc. (Dhawan, 2020). In the same vein, Kearsly (2000) opined that online learning education should have the following, which are, connectivity, relationship, student-at-the-center, shareable knowledge, exploration, multisensory experience, and security.

In essence, online learning is a computer-oriented educational system that helps one to learn anywhere and anytime. It is delivered through the internet, live online classes (virtual classes or webinars) are also used to communicate between teachers and students. Online learning tools

also allow various processes to be automated such as conducting the online test, marking of tests, or creating content that can engage the students.

Generally, online learning offers an alternative to traditional learning that is costly and required much time and space. It is faster, cheaper, and better at delivering educational goals.

2.2.4 Early Development of Online Learning

The history of online learning can be dated back to 1960 at the University of Illinois USA, even though the internet wasn't available at that time, but students were able to learn from computer terminals that were linked together to form a network. Hence, the first-ever online course was offered by the University of Toronto in 1984 and after three years, the University of Phoenix became the first educational institution in the world to launch a whole online educational institution offering bachelor's and master's degree programs. This was the beginning of the revolution of online education whose significance was unknown back then until recently (Soumik, 2020).

In the early 1990s, the Open University in Britain began distance learning as the first of its kind, and currently, the Gandhi National Open University in India is the largest in the world with over 4 million students enrolled, most of whom currently receive education via online methods (Soumik, 2020).

In the case of Nigeria, the first education ordinance took place in 1882 while Nigeria was still a protectorate under the British Government. Because the Nigerian government intended to reduce the educational discrepancies across Nigeria's approximately 300 ethnic groups, these regulations were amended and numerous educational programs were developed. (Fabunmi, 2006).

According to the National Universities Commission of Nigeria, there are 44 federal universities, 52 state universities, 99 private universities, and 12 distance learning centers (NUC, 2021). E-learning started in Nigeria in the early 1930s when some Nigerians had to undertake courses from British universities through correspondence (Enukwu & Ojogwu, 2006). The establishment of the University of Ibadan was in the year 1948 and by 1950, the university kicked off the part-time course for staff in the faculty of education.

Different universities gave distance education different names. The University of Lagos gave it "Correspondence and Open Studies Unit" in 1973, by 1997 it was changed to "Distance Learning Institute".

In 2002, Nigeria's first open university, National Open University (NOUN) started operation. The National Teacher Institute is the second to start distance education in Nigeria as a national establishment. Other institutions include Olabisi Onabanjo University and Tai Solarin University of Education (Adesoye &Amusa, 2011). Today, several other institutions across the country make use of online learning facilities for teaching and learning in the form of hybrid learning (that is, the use of face-to-face and electronic systems for teaching and learning) while some make use of the online learning facilities for students enrolled in their distance learning programs alone.

2.2.5 Types of Online Learning

According to Stewart, Harlow & DeBacco (2011), online learning is delivered majorly in an asynchronous or synchronous learning format.

2.2.5.1 Asynchronous Online Learning

This is a type of online learning that engages groups of students to learn on their own at different times and locations without communicating instantaneously. It makes students flexible in their learning process, that is why it is often referred to as being a student-centered type of learning. Students are free to learn according to their schedules based on their time frames, hence, not required to learn at specific time intervals with others.

Before the invention of the computer and internet, all learning is said to be asynchronous, however, today the availability of computers and the internet has made it difficult for one to choose between synchronous and asynchronous as each of them has its merits and demerits. According to Lawless (2020), Online courses, email, blogs, pre-recorded video classes or webinars, and online forums and discussion boards are all instances of asynchronous learning.

2.2.5.2 Synchronous Online Learning

This type of learning allows groups of students to participate in a learning activity together at the same time, from any place in the world. It is also referred to as virtual classes or online lectures. Real-time synchronous online learning is a type of learning that takes place online via videoconferencing and chat, as they allow for instant questions. Online lectures through video streams can give students a feel of an in-class environment, where instructors and students are present at the same time at the same location. This kind of community-oriented online learning has been made possible with the rapid development of online learning technologies. Nowadays, synchronous online learning is taken to be the most beneficial of all, as it overcomes the delimitations of other learning types which include self-isolation in the process of learning, and the lack of teachers' and students' reciprocal connection. Today, it has become very popular and keeps growing in the number of users among other types of online learning. According to Lawless (2020), some examples of synchronous learning include live webinars, video conferencing, virtual classrooms, and instant messaging.

However, according to Tam (2021), there are other forms of online learning based on the number of students engaged and communication modes. They are:

2.2.5.2 Interactive Online Learning

Interactive online learning provides an avenue for the sender to become a receiver and vice versa. It is a two-way form of communication; hence, teachers and students are allowed to make changes to the procedure of teaching and learning. For this reason, it is more popular than normal linear learning and gives room for free communication between teachers and students.

2.2.5.3 Individual Online Learning

In this type of learning, the major aim is for the student to achieve the learning goals instead of making the materials to be student-centered. This is the norm acceptable all through centuries in conventional classrooms. When practicing individual learning, the students study the learning materials on their own (individually), and they are expected to meet their learning goals on their own.

This learning model is not good for students to develop teamwork and communication skills. This is because it involves a massive number of students and students are expected to work individually without interacting with others.

2.2.5.4 Collaborative Online Learning

In this type of online learning, a large number of Students study and accomplish their goals as a group. It is a modern mode of learning that encourages the student to work as a team to achieve a common goal. This is achieved by putting students in groups considering their strengths and weaknesses, which results in developing students' communication and teamwork skills and encourages the student to learn from each other.

2.2.6 Online Lectures

This kind of online learning combines both synchronous and asynchronous online learning characteristics. This is a form of internet-based e-learning, delivered as an educational lecture in real-time (synchronous) and also designed to be posted online (asynchronous). In addition, lecture materials are posted on designated sites for students who were unable to attend the real-time online lectures via e-mail, learning management system (LMS) software's among others. Students may visit the chosen website to access lectures online at their convenience as long as they have an internet connection.

2.2.6.1 Advantages of Online Lectures

Online lectures combine the advantages of both synchronous and asynchronous learning, thereby, eliminating the cons of both learning types. Hence, the following are the advantages of online lectures in the context of this study:

i. Avenue to ask questions in real-time.

ii. Students feel they are part of the community and connected to their peers when they all learn together.

iii. Students become more engaged in their learning.

iv. Strong collaboration between students.

v. Students can progress through the learning when they want, where they want, at the pace they want, in the order they want.

vi. Students have time to go through what has been learned over and over again

vii. Nervous students will be more at ease to freely speak to their lecturers or coursemates.

viii. Students can freely partake in the class activities without restriction to time zones.

2.2.6.2 Disadvantages of Online Lectures

The following are the disadvantages of online lectures:

i. **Unaffordable cost of hardware**: Some students or their parents do not have the means to afford computers or other hardware's to partake in online lectures, thereby, leaving them behind others in learning activities.

ii. **Poor Technology Infrastructure**: It is imperative to note that while modern digital technology has helped to facilitate online lectures, over-reliance on this technology can also potentially be a disadvantage. After all, online lectures depend greatly on video conferencing, which is heavily dependent on getting enough bandwidth to enable them. This implies that if a group member's internet connection is down for an extended period, he or she may miss important information or be unable to download lecture materials that have been made available.

2.2.6.3 Tools for Online Lectures

Online lectures have resulted in the development of several tools that can aid ease of learning, collaboration, and teaching activities between students and teachers. Thus, there is a range of online lecture software available for use, some of them are described below (Creately, 2021).

2.2.6.3.1 Online Communication Tools

These are tools that are used to maintain communication between students and teachers for successful, effective, and efficient teaching and learning activities. They assist communication with much larger groups, with video conferencing, instant messaging, audio calls, virtual rooms, and many more with any device and from anywhere.

Some of these tools are:

- Zoom
- Microsoft Teams
- Skype
- Google Meet

2.2.6.3.2 Online Whiteboard

This is also known as digital whiteboards; it takes after the normal classroom black/whiteboard where teachers can write for students to see. Most of these tools give room for enough canvas with shape libraries that can be used to make diagrams, charts, graphs, and other visualizations.

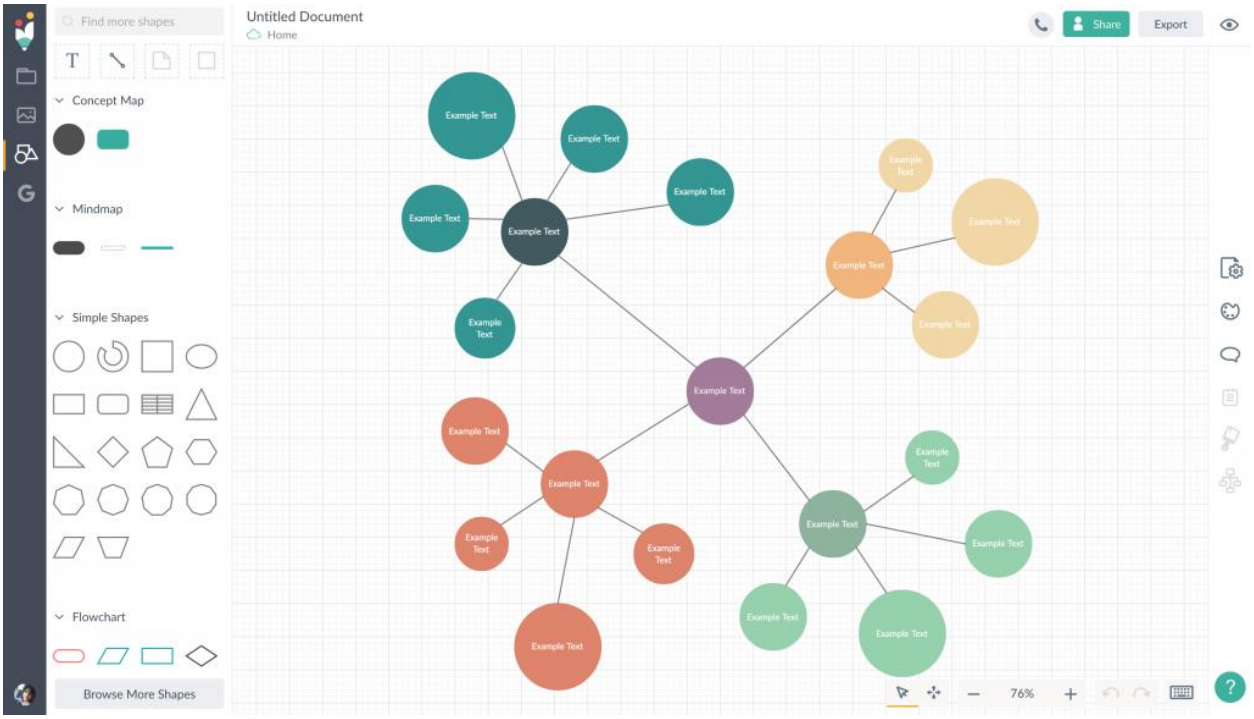

Figure 2.1: Online Whiteboard (Creately, 2021).

2.2.6.3.3 Work Planning Tools

To maintain a work schedule, work planning tools can be used to prepare a solid routine that can help one to utilize time. Time management and scheduling applications like Google Calendar and Calendly can be used to create schedules for online lectures and send notifications of dates and times to everyone that is involved, create lessons plans, and distribute them with students, colleagues, and administrators, and invite students, parents or colleagues to webinars.

2.2.6.3.4 Social Media Channels

Social media platforms allow students, teachers, and parents to stay together. Platforms like WhatsApp, Telegram Facebook, etc. allows for the creation of groups teachers can make use of to:

Maintain presence and communication after online classes.

Share and store important information, lecture materials, and presentations

Conduct questions and answer sessions for students

Help students to communicate among themselves and collaborate while learning or doing assignments.

2.2.6.3.5 Document Management Tools

Teachers need to maintain documents regularly ranging from test papers to course outlines or plans. The documents management tools are used to store, organize and manage all documents to be used for online lectures.

Tools such as MS Office, OneDrive, Dropbox, G-Suite and Evernote help simplify the process of maintaining documents which can be:

- Stored in the cloud for easy accessibility by the teacher and students with any device and from anywhere.
- Organize documents in folders and subfolders for easy retrieval.
- Edit and review documents with students, make comments and recommendations and monitor changes using version history.

2.2.6.3.5 Online Video Tools

These are tools used for creating and sharing videos with students. They can be used to record online lectures and share them with students, students can re-watch the videos if they were not available during the online lectures, and the video can also be pre-recorded before the online lectures for students to access. This will help the student to learn independently and have the chance to better understand the lessons being taught. Example of online video tools is YouTube and zoom

2.2.6.3.6 Online Quiz Makers

To check for student's understandability of the lessons taught in the courses, there is a need to check student performance via test-taking. Online quiz makers can be used to create, format, and share assessments online with the student, and to also create answer sheets that allow for easy grading and tracking of the student's scores. An example is the use of Google Forms, Google Classroom.

2.3 Theoretical Framework

For this study, the Modernization Theory and the Unified Theory of Acceptance and Use of Technology (UTAUT) were used.

2.3.1 Modernization Theory

Modernization in the historical view is seen as the phases of metamorphosis that exist in the academic, technological, economic, social, and political areas of society. The stages of social change from a less developed society to an advanced or more developed society is called the theory of modernization. In other words, it is the transformation that occurs from a primitive to traditional to super-industrialized society. Modern society has the state-of-art-technology application and social interdependence (Mbah and Ojukwu, 2019).

According to Ojukwu, Ukatu, Ohuoha, and Nnakwue (2016), modernization is referred to as the development of a new social order as a result of advancement in technology and science, for fair justice, social relations, and acceptable political relations. The modernization theory started in Western Europe before spreading to other parts of the world. Various developments can be said to be parts of modernization, such as urbanization, industrialization, education, and media participation in society. Hence, it is described as the change in the pollical structure, institution, and culture as a result of modernization.

According to Rostow (1965), there are the blueprint and five major stages for a society to experience transformation in the social cycle to move from an underdeveloped society to a developed one. They are the traditional society, pre-condition for take-off, take-off stage, self-sustaining growth, and high mass consumption. The modernization theorist aims to ensure the

third world countries move to a developed society because they characterized third world countries to lack technical manpower, high corruption rate, high illiteracy rate, very poor, and lack framework for their institutions.

Thus, modernization theorists proposed the following recommendations:

i. That to bring about development in the Third world countries, greater interaction between developing nations and developed nations should be encouraged, that there should be a high level of technical assistance as a major means of development.

ii. That Third-world countries should throw their economy open and should allow greater participation by the developed states.

iii. They also recommended that the Third world countries should be helped to develop their political institutions.

2.3.1.1 Significance of Modernization Theory to the Study

Modernization has brought about huge development of infrastructure, instructional facilities, and human resources for the overall development of a child. Also, it has affected the way of thinking, dressing, communication, teaching, and learning; a social change led by technology such as smart classrooms, mobile phones, computers, internet, wi-fi, projectors, e-books, e-journals, e-media, online learning, etc.

Online learning in developed countries is not a new model of learning in their educational sectors, however, it has not been used in developing or under-developed countries where the traditional system of teaching and learning is predominant. This study reveals that the Covid-19 pandemic caused a lot of issues such as disruption in transportation, restriction in gathering, lockdown, and restriction to the traditional system of teaching and learning.

Thus, in this study, the basic model of transiting from the traditional system of learning to a modern method, that is, online learning is proposed. This is to bring about development in the educational system of the developing countries and greater interaction between teachers and students with the high level of technology that is involved. This will affect the functional and emotional values of students, which influences their attitudes towards learning.

2.3.2 Unified Theory of Acceptance and Use of Technology (UTAUT)

Several models have been proposed to examine the acceptance of technological development over the years, such as the Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), Motivational Model (MM), Theory of Planned Behavior (TPB), Innovation Diffusion Theory (IDT), Combined Theory of Planned Behavior/Technology Acceptance Model (CTPB-TAM), Model of PC Utilization (MPCU) and Social Cognitive Theory (SCT) with the major aim of measuring intention and/or usage (Oye, Iahad, and Rahim, 2012). The Unified Theory of Acceptance and Use of Technology (UTAUT) was proposed by Venkatesh, Morris, Davis, & Davis (2003) and was used to explain users' perception and acceptance behavior. According to the UTAUT model, the 32 variables available in the existing eight models (TRA, TPB, TAM, MM, C-TPB-TAM, MPCU, IDT, and SCT) have been grouped into performance expectancy, effort expectancy, social influence, and facilitating conditions as shown in figure 2.2. These are the four potential constructs to explain user perception and acceptance behavior in UTAUT, which has been proved to have increased the efficiency of prediction to 70% more than other models (Oye, Iahad, and Rahim, 2012). These four constructs are described below:

i. **Performance Expectancy**: this is the level at which an individual believes that using a system will assist to gain the performance needed. It was derived from 'perceive usefulness' from TAM and C-TAM-TPB, 'extrinsic motivation' from MM, 'job-fit from MPCU, 'relative advance' from IDT, and 'outcome expectations' from SCT.

ii. **Effort Expectancy**: This is the level of ease that the system has. It was derived from ‘perceived ease of use’ from TAM, ‘complexity’ from MPCU, and ‘ease of use’ from IDT.

iii. **Social Influence**: This is the level at which an individual sees how important others believe he/she should use the new system. It was derived from 'subjective norm' in TRA, TAM2, TPB, and C-TAM-TPB, 'social factors' in MPCU, and 'image' in IDT.

iv. **Facilitating Conditions**: This is the level at which a person believes and has the organization and technical equipment to support the use of the system. It was derived from ‘Perceived behavioral control’ from TPB, C-TAM-TPB, ‘facilitating conditions’ from MPCU, and ‘Compatibility’ from IDT.

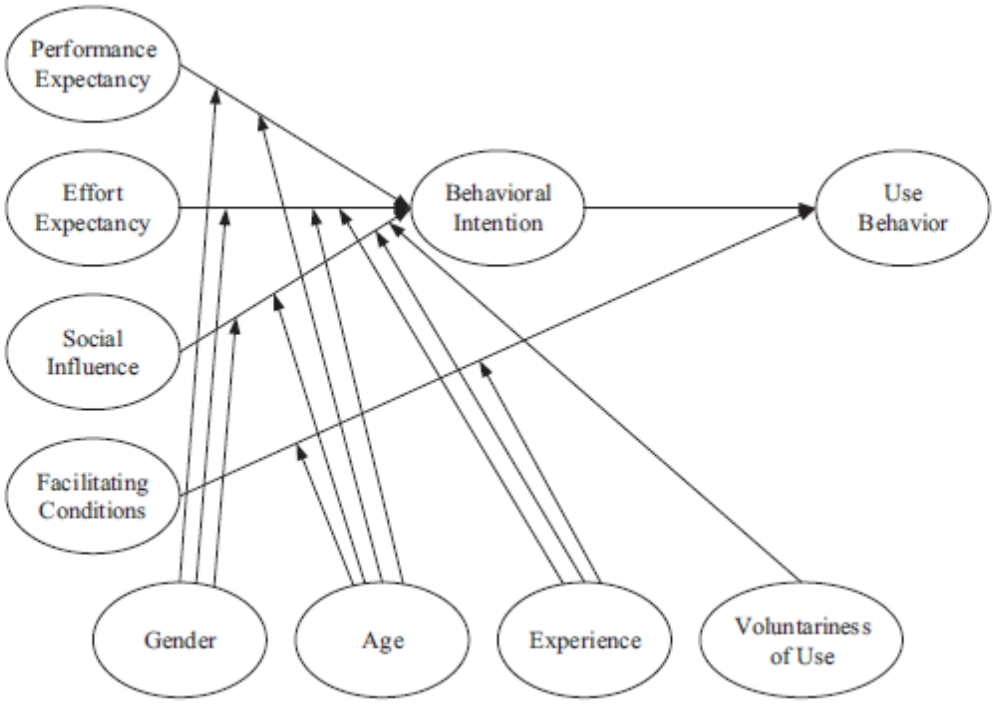

Figure 2.2. Unified Theory of Acceptance and Use of Technology (UTAUT) model

In the UTAUT model shown in figure 2.2, performance expectancy, effort expectancy, and social influences are directly associated with behavioral intentions while the final facilitating conditions are associated with actual usage. In addition, Gender, age, experience, and willingness to use are the moderators that affect usage of technology, i.e., behavioral intentions.

UTAUT has been applied to several fields of studies to predict the technology usage and technology-adoption related decisions such as in mobile health (Hoque and Sorwar, 2017), interactive whiteboards (Sumak, Pušnik, Herièko, and Šorgo, 2017), and mobile learning (Chao, 2019).

2.3.2.1 Significance of UTAUT to the Study

The UTAUT model was adopted to investigate the influence of UTAUT on the perception of university students towards online learning. According to the study conducted by Abu-Al-Aish and Love (2013), they stated that based on the UTAUT model, performance expectancy, effort expectancy, influence of lecturers/students, quality of service and personal innovativeness are major factors that affect the behavioral intention and towards the use of online learning.

Thus, in this study, the UTAUT model is used to examine student's perception, level of readiness, skills, and competencies and their perceived challenges towards online lectures.

2.4 Empirical Review of Related Studies

Khan, Vivek, Nabi, Khojah, and Tahir (2020), in their study titled "Students' perception towards e-learning during Covid-19 pandemic in India: An Empirical Study", conducted the study between June and August 2020 among the 184 university students of three (3) universities, namely, Delhi University, Jamia Millia Islamia (Central University) and Guru Gobind Singh Indraprastha University through an online questionnaire using a quantitative approach. The outcome of the study revealed that students had a positive perception of e-learning and accepts the learning system.

Baczek, Zaganczyk-Baczek, Szpringer, Jaroszynski, and Wozakowska-Kaplon (2020) in their study titled "students' perception of online learning during the Covid-19 pandemic: a survey study of Polish medical students" reported that there was no statistical difference between face-to-face and online learning. Although, students reported that they were less active during online classes when compared to traditional classes. Also, e-learning was said to be less effective when it comes to getting more skills and social competencies when compared to face-to-face learning. The study was conducted via an online questionnaire administered to 840 Polish medical students.

Furthermore, Abbasi, Ayoob, Malik, and Memon (2020) reported in their study titled "Perceptions of students regarding E-learning during Covid-19 at a private medical college" that 77% of students have negative perceptions towards e-learning even though 76% of the students use a mobile device for learning. A descriptive cross-sectional study was used to conduct the study comprising 382 respondents at Liaquat College of Medicine and Dentistry. They concluded that students did not prefer online lectures or teaching over traditional teaching during the pandemic.

From another point of view, the study conducted by Tanjung and Utomo (2021) titled "investigating EFL students' perception on online learning amidst Covid-19 pandemic" revealed that the university students have both positive and negative perspectives on full online learning mode. The study was conducted through a quantitative approach using a questionnaire delivered

to the students via Google Form. A total number of 104 students participated in the study and the findings revealed that the students are more digitally literate with online platforms, they have varied levels of familiarity with search engines, electronic resources, and learning applications, need for increased engagement with the students in teaching and learning activities, and there is need for feedback and consistency in scheduling courses and time for class, assignments submission and exams.

Olayemi, Adamu, and Olayemi (2021) conducted a study titled "perception and readiness of students' towards online learning in Nigeria during Covid-19 pandemic" using a descriptive survey research design and structured questionnaire. A total of 148 undergraduate students were the respondents and data collected was analyzed using frequency, and tables. The findings of their study revealed that most of the students have a high level of digital skills and competencies required for online learning. However, the study also revealed that the students had a negative perception of online learning due to fear of the high cost of data, poor internet services, irregular power supply, inability to access online library resources, and limited access to computers.

According to the experiment carried out by Coman, Tiru, Mesesan-Schmitz, Stanciu, and Bularca (2020) titled "Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective", the findings of the study revealed that higher institutions in Romanian universities were not prepared for online learning. Data was collected from 762 students of the two largest Romanian universities. Students' perception of online learning was analyzed their ability to assimilate information and the use of e-learning platforms. A semi-structured questionnaire was administered online. The students reported the lack of communication with teachers, poor technical skills, and teaching styles as major problems that they faced during online learning.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is described as the method of obtaining and analyzing data. It also describes the study population, sample size, and technique, research instrument, sources of data and procedure for collecting data, method of data analysis, and validity and reliability of data (Noheli, 2011).

3.2 Survey Method

Surveys encompass the gathering of information, most especially from quite a huge number of people via questionnaires, however, other methods such as interviews, telephoning may also be used. Several types of surveys exist, the simplest technique is directed to a sample of people at a particular time. Another type is the "before and after survey" which people complete before a major event or experience and then again afterward. Moreover, this is a major type of research methodology often used to itemize a set of questions on a particular subject area deployed to selected members or a group of people to respond. It is a method of gathering data in a reliable way for recording existing community conditions, features of a population, and community opinion (Guyette, 1983). According to Azeez (2014), the survey method is a very important research methodology typically used to categorize and measure the scope of the association between two or more variables. The survey method has been reported to be the most common method used to collect primary data, to access more information about approaches, views, or stimuli by asking questions from the prospective population (Arens, 2006). According to Mathiyazhagan and Nandan (2010), survey research is defined as a descriptive technique for collecting primary data based on verbal or written communication with a representative sample of individuals or respondents from the target population. Arevik (2014) reported that the success of the survey method is dependent on the type of association that exists between the answers that people give to questions by the way people act and think in genuineness.

3.3 Research Design

According to Asika (2012), the research design is the structuring of investigation aimed at identifying variables and their relationships to one another. This is used to obtain data to enable the researcher to test the hypothesis or answer research questions.

In this study, the quantitative method will be used for collecting data that could be generalized and compare results. This method allows for exploration of relationships between variables, it is more objective and has a better structure as required by the study when compared with the qualitative method that deals majorly with understanding opinions, reasons, and is less objective.

Quantitative methods quantify the data and generalize results from a sample of the population interest while the qualitative method is majorly concerned about gaining a grasp of the fundamental causes and motives for behaviors, as well as how people perceive their own experiences and the world around them (Stuart and Nicola, 2011). It is a very good methodology that reduces the time and effort researchers invest in describing and analyzing research data (Bryman, 2001, p.20). According to Addo and Eboh (2014), the quantitative method involves the use of numerical tables, graphs, and figures to summarize data to aid understanding. Hence, for this study, quantitative data research methods are more suitable.

3.4 Population of the Study

The population comprises students of Mountain Top University, Prayer City, Ogun State, Nigeria. The total population of students in Mountain Top University is one thousand three hundred and four-five (1,345) (Academic Planning Unit, 2021).

3.5 Sample Size and Sampling Technique

The sample size is the direct count of individual samples or observations in any statistical setting. It measures the number of individual samples measured or observations used in a survey or experiment. The sample size is generally a selection of a subset of the subject, whose features or responses can be used to represent the main population (Zamboni, 2018).

According to Asika (2012), the sampling technique is the procedure of giving every subject in a population an equal chance of appearing in the selection. The sampling technique that will be used in the selection of the respondents is Random sampling.

The sampling size is calculated as follows:

$$n = \frac{N}{(1+Ne^2)}$$

Where n= corrected sample size

N= population size of Mountain Top University students (i.e., 1345)

E= margin of error (mostly 5% = 0.05)

Therefore, $n = \frac{1345}{(1+1345x\ (0.05)^2)}$

$$N = \frac{1345}{(1+3.3625)} = \frac{1345}{4.3625}$$

N = 308

Thus, the sample size for this research study is 308 students.

3.6 Research Instrument

The research instrument that will be used in this study is the questionnaire. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. It consists of appropriate instructions on how questions are to be answered and in what order. A questionnaire performs four major functions-allows for data collection, gives interview a structure to follow, provides a standard means of writing down answers, and help in data processing (Sreejesh et al., 2014).

In this study, the questionnaire is divided into two segments – Section A for demographics data and Section B for research questions data.

3.7 Sources of Data and Data Collection Method

Data sources can be categorized into two, namely; primary and secondary data. The primary data will be used for this study. Primary data is used because:

- It provides first-hand information collected by an investigator.
- It is collected for the first time.
- It is original and more reliable.

Data will be collected through the distribution of online and hardcopy questionnaires (open-ended questions). Respondents are expected to tick the answers provided in the options. The answers obtained from the respondents will be analyzed, calculated, arranged in tables and the findings will eventually be summarized.

3.8 Method of Data Analysis

The data analysis technique for this research work will involve a simple statistical analysis technique. It involves the use of percentages, tables, and frequencies. The figures obtained from the respondents and the total number of questionnaires issued will be added in the columns of the table in a presentable manner. The Statistical Package for Social Science (SPSS) 26.0 will also be used to analyze the data.

3.9 Validity, and Reliability of Measurement

According to Bolarinwa (2015), validity is defined as the measurement of what it is supposed to be measure. It describes how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). Kinchin et al., (2018) reported that checking for validity is important to ascertain the expected outcome of a study.

For the instrument to be validated, the instrument will go through face construct and content validation with the study supervisor. According to Bolarinwa (2015), face validity or construct occurs when the instrument for data collection developed is checked by a person (and or researcher) who is an expert on the research topic, who is sure that the questionnaire measures the feature of interest. It ensures that research instrument's appearance in terms of viability,

readability, style and formatting accuracy, and the clarity of the language used (Taherdoost, 2016).

The instrument will be submitted to the supervisor to check the construct and content of the questions if they are aligned with the objectives of the study and grammatically correct.

Reliability is meant for estimating and evaluating the stability of measures, internal consistency of measurement instruments, and reliability of instrument scores (Tolu and Moji, 2019). The Cronbach alpha (α) will be used to test the reliability through the estimation of internal consistency in the responses of the respondents.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANAYLSIS, AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the data with the analysis and discussion. In this chapter, a detailed analysis of the data collected during the research is presented in a suitable form, to aid understanding of the data and results arrived at. The first section presents and analyzes the demographic data obtained from the respondents using a simple percentage for the analysis of the questionnaire. The second section examines the response relating to the subject matter. The total number of respondents was three hundred and eight (308).

4.2 DATA PRESENTATION AND ANALYSIS

To allow easy understanding, the data is presented in tables and using frequency percentages.

4.2.1 Demographic Data of the Respondents

Evidence given in table 4.1 shows that on respondents' gender, 156 (50.6%) are female while 152 (49.4%) are male.

134 (43.5%) of the respondents are within the age group 14 to 20 years, 163 (52.9%) are within the age group of 21 to 27 years, 10 (3.2%) are within the age group of 28 to 35 years while 1 (0.3%) of the respondent is age 35 years and above.

On the respondent’s level in the university, 43 (14.0%) are in 100 level, 78 (25.3%) are in 200 level, 75 (24.4%) are in 300 level, while 112 (36.4%) are in 400 level.

On the college the respondents belong to in the university, 167 (54.2%) are in the College of Basic and Applied Sciences (CBAS) while 141 (45.8%) are in the College of Humanities and Management Sciences.

On the analysis of respondent's department, 34 (11.0%) are in Accounting, 1 (0.3%) is in Banking and Finance, 65 (21.1%) are in Biological Sciences, 8 (2.6%) are in Business Administration, 10 (3.2%) are in Chemistry, 62 (20.1%) are in Computer Science and Mathematics, 20 (6.5%) are in Economics, 12 (3.9%) are in the English Language, 9 (2.9%) are in Food Science and Technology, 13 (4.2%) are in Geophysics, 16 (5.2%) are in International Relations and Personnel Management, 38 (12.3%) are in Mass Communication, 2 (0.6%) are in Music, 7 (2.3%) are in Physics, 6 (1.9%) are in Public Administration while 5 (1.6%) are in Religious Studies department.

Table 4.1: Demographic data of respondents

	Frequency	Percentage
Gender		
Female	156	50.6
Male	152	49.4
Age Group		
14 – 20 years	134	43.5
21 – 27 years	163	52.9
28 – 35 years	10	3.2
Above 35 years	1	0.3
Level		
100 level	43	14.0
200 level	78	25.3
300 level	75	24.4
400 level	112	36.4
College		
Basic and Applied Sciences (CBAS)	167	54.2
Humanities and Management (CHMS)	141	45.8
Department		
Accounting	34	11.0
Banking and Finance	1	0.3
Biological Sciences	65	21.1
Business Administration	8	2.6
Chemistry	10	3.2
Computer Science and Mathematics	62	20.1
Economics	20	6.5
English Language	12	3.9
Food Science and Technology	9	2.9
Geophysics	13	4.2
International Relations and Personnel Management	16	5.2
Mass communication	38	12.3
Music	2	0.6

Physics	7	2.3
Public Administration	6	1.9
Religious Studies	5	1.6
Total	308	100.0

Source: Fieldwork, 2021.

According to the UTAUT model, gender, age, and experience are factors that determine the usage of technology (Venkatesh, Morris, Davis, & Davis, 2003). Hence, analysis of question 6 on respondent's experience on the use of online learning is shown in table 4.2.

Based on the experience of usage of online learning, 7 (2.3%) respondents never used the technology, 10 (3.2%) respondents use the technology once a month, 74 (24.0%) make use of the technology once a week, 204 (66.2%) respondents use online learning once or more in a day while 13 (4.2%) use it twice in a month.

Hence, the technology of online learning is used by the majority of respondents (66.2%) once or more a day.

Table 4.2. Experience on the use of Online Learning

	Frequency	Percentage
Never	7	2.3
Once a month	10	3.2
Once a week	74	24.0
Once or more in a day	204	66.2
Twice a month	13	4.2
Total	308	100.0

Source: Fieldwork, 2021.

Analysis of Research Questions

1. **Research Question 1:** What is students' perception towards online lectures during the Covid-19 pandemic?

Table 4.3: Frequency distribution of respondent's perception towards online lectures during the Covid-19.

Performance Expectancy	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Online learning has improved my academic performance	113 (36.7%)	150 (48.7%)	26 (8.4%)	14 (4.5%)	5 (1.6%)
Online learning has increased my non-academic performance	87 (28.2%)	166 (53.9%)	30 (9.7%)	20 (6.5%)	5 (1.6%)
Online learning has allowed me to complete my learning task more quickly	90 (29.2%)	179 (58.1%)	25 (8.1%)	11 (3.6%)	3 (1.0%)
Online learning has enhanced my effectiveness in learning	89 (28.9%)	173 (56.2%)	28 (9.1%)	14 (4.5%)	4 (1.3%)
Effort Expectancy					
Learning through online learning was easy for me	81 (26.3%)	181 (58.8%)	18 (5.8%)	22 (7.1%)	6 (1.9%)
My interaction during online learning was clear and	78	170	31	24	5

understandable	(25.3%)	(55.2%)	(10.1%)	(7.8%)	(1.6%)
I found online learning easy to use	88 (28.6%)	179 (58.1%)	21 (6.8%)	16 (5.2%)	4 (1.3%)
Online learning does not take much of my time like traditional learning	85 (27.6%)	163 (52.9%)	37 (12.0%)	16 (5.2%)	7 (2.3%)

Social Influence					
My lecturers influenced me to use online learning	81 (26.3%)	166 (53.9%)	31 (10.1%)	26 (8.4%)	4 (1.3%)
Lecturers have been helpful in my use of online learning for learning	79 (25.6%)	157 (51.0%)	40 (13.0%)	26 (8.4%)	6 (1.9%)
My course mates were very supportive of the use of online learning	85 (27.6%)	164 (53.2%)	40 (13.0%)	16 (5.2%)	3 (1.0%)
In general, the university has supported my learning through online learning	75 (24.4%)	167 (54.2%)	36 (11.7%)	24 (7.8%)	6 (1.9%)
Online learning is a status symbol in my university	74 (24.0%)	151 (49.0%)	47 (15.3%)	32 (10.4%)	4 (1.3%)
Behavioural Intention					
Whenever possible, I intend to use online learning for my studies	88 (28.6%)	174 (56.5%)	24 (7.8%)	17 (5.5%)	5 (1.6%)
To the extent possible, I would use online learning for a different	88 (28.6%)	168 (54.5%)	38 (12.3%)	9 (2.9%)	5 (1.6%)

purpose					
I plan to use online learning in the future	106 (34.4%)	167 (54.2%)	22 (7.1%)	7 (2.3%)	6 (1.9%)

Source: Fieldwork (2021)

Table 4.3 shows the frequency distribution of respondent's perception towards online lectures during Covid-19. The UTAUT model was used, where performance expectancy, effort expectancy, and social influence are correlated with behavioral intentions to measure user's perception.

113 (36.7%) respondents strongly agree and 150 (48.7%) agree that online learning has improved their academic performance, 26 (8.4%) respondents were uncertain, 14 (4.5%) disagree while 5 (1.6%) respondents strongly disagree with the statement.

87 (28.2%) respondents strongly agree and 166 (53.9%) agree that online learning has increased their non-academic performance, 30 (9.7%) respondents were uncertain, 20 (6.5%) disagree while 5 (1.5%) respondents strongly disagree with the statement.

90 (29.2%) respondents strongly agree and 179 (58.1%) agree online learning has allowed them to complete learning tasks more quickly, 25 (8.1%) respondents were uncertain, 11 (3.6%) disagree while 3 (1.0%) respondents strongly disagree with the statement.

89 (28.9%) respondents strongly agree and 173 (56.2%) agree that online learning has enhanced their effectiveness in learning, 28 (9.1%) respondents were uncertain, 14 (4.5%) disagree while 4 (1.3%) respondents strongly disagree with the statement.

81 (26.3%) respondents strongly agree, 181 (58.8%) agree that learning through online learning was easy, 18 (5.8%) respondents were uncertain, 22 (7.1%) disagree while 6 (1.9%) respondents strongly disagree with the statement.

78 (25.3%) respondents strongly agree,170 (55.2%) agree that interaction during online learning was clear and understandable, 31 (10.1%) respondents were uncertain, 24 (7.8%) disagree while 5 (1.6%) respondents strongly disagree with the statement.

88 (28.6%) respondents strongly agree, 179 (58.1%) agree that online learning was easy to use, 21 (6.8%) respondents were uncertain, 16 (5.2%) disagree while 4 (1.3%) respondents strongly disagree with the statement.

85 (27.6%) respondents strongly agree, 163 (52.9%) agree that online learning does not take much time like traditional learning, 37 (12.0%) respondents were uncertain, 16 (5.2%) disagree while 7 (2.3%) respondents strongly disagree with the statement.

81 (26.3%) respondents strongly agree, 166 (53.9%) agree that their lecturers have influenced their use of online learning, 31 (10.1%) respondents were uncertain, 26 (8.4%) disagree while 4 (1.3%) respondents strongly disagree with the statement.

79 (25.6%) respondents strongly agree,157 (51.0%) agree that their lecturers have been helpful in their use of online learning for learning, 40 (13.0%) respondents were uncertain, 26 (8.4%) disagree while 6 (1.9%) respondents strongly disagree with the statement.

85 (27.6%) respondents strongly agree, 164 (53.2%) agree that their coursemates were very supportive of the use of online learning, 40 (13.0%) respondents were uncertain, 16 (5.2%) disagree while 3 (1.0%) respondents strongly disagree with the statement.

75 (24.4%) respondents strongly agree, 167 (54.2%) agree that in general, the university has supported their learning through online learning, 36 (11.7%) respondents were uncertain, 24 (7.8%) disagree while 6 (1.9%) respondents strongly disagree with the statement.

74 (24.0%) respondents strongly agree, 151 (49.0%) agree that online learning is a status symbol in their university, 47 (15.3%) respondents were uncertain, 32 (10.4%) disagree while 4 (1.3%) respondents strongly disagree with the statement.

88 (28.6%) respondents strongly agree, 174 (56.5%) agree that whenever possible, they intend to use online learning for studies, 24 (7.8%) respondents were uncertain, 17 (5.5%) disagree while 5 (1.6%) respondents strongly disagree with the statement.

88 (28.6%) respondents strongly agree,168 (54.5%) agree that to the extent possible, they would use online learning for a different purpose, 38 (12.3%) respondents were uncertain, 9 (2.9%) disagree while 5 (1.6%) respondents strongly disagree with the statement.

106 (34.4%) respondents strongly agree, 167 (54.2%) agree that they plan to use online learning in the future, 22 (7.1%) respondents were uncertain, 7 (2.3%) disagree while 6 (1.9%) respondents strongly disagree with the statement.

Table 4.4: Overall percentage distribution of respondent's perception towards online lectures during covid-19

	Percentage (%)
Agree	82.4
Uncertain	9.6
Disagree	8.0

Source: Fieldwork (2021)

Decision rule:

Evidence shown in table 4.4 revealed the overall percentage distribution of respondents' perception towards online lectures. A majority (82.4%) of the respondents who chose strongly agree and agree are higher than others, which means they have a good perception towards online lectures, 9.6% of respondents are not sure they know about their perception of online lectures while 8.0% of respondents who chose strongly disagree and disagree shows they do not have good perception towards online lectures.

Research Question 2: To what extent were the students ready when online lectures were introduced during the Covid-19 pandemic?

Table 4.5: Frequency distribution of respondent's readiness for online lectures during Covid-19.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I have the necessary resources to use online learning	76 (24.7%)	184 (59.7%)	32 (10.4%)	12 (3.9%)	4 (1.3%)
I have the knowledge necessary to use online learning	88 (28.6%)	182 (59.1%)	27 (8.8%)	8 (2.6%)	3 (1.0%)
My computer system does not support online learning	12 (3.9%)	45 (14.6%)	27 (8.8%)	156 (50.6%)	68 (22.1%)
I do not have access to the internet to participate in online learning	18 (5.8%)	48 (15.6%)	33 (10.7%)	151 (49.0%)	58 (18.8%)
I do not have a computer system, tablet, or mobile phone to use for online learning	17 (5.5%)	37 (12.0%)	20 (6.5%)	165 (53.6%)	69 (22.4%)
My internet was very slow to use online learning	26 (8.4%)	108 (35.1%)	32 (10.4%)	104 (33.8%)	38 (12.3%)
The ICT unit was available for assistance with the online learning difficulties	55 (17.9%)	157 (51.0%)	41 (13.3%)	41 (13.3%)	14 (4.5%)
There was enough power supply to keep my electronic gadgets	81	166	34	18	9

available for online learning	(26.3%)	(53.9%)	(11.0%)	(5.8%)	(2.9%)

Source: Fieldwork, 2021.

Table 4.5 shows the frequency distribution of respondent's readiness for online lectures during Covid-19.

76 (24.7%) respondents strongly agree, 184 (59.7%) agree that they have the necessary resources to use online learning, 32 (10.4%) respondents were uncertain, 12 (3.9%) disagree while 4 (1.3%) respondents strongly disagree with the statement.

88 (28.6%) respondents strongly agree, 182 (59.1%) agree that they have the knowledge necessary to use online learning, 27 (8.8%) respondents were uncertain, 8 (2.6%) disagree while 3 (1.0%) respondents strongly disagree with the statement.

12 (3.9%) respondents strongly agree and 45 (14.6%) agree that their computer system does not support online learning, 27 (8.8%) respondents were uncertain, 156 (50.6%) disagree while 68 (22.1%) respondents strongly disagree with the statement.

18 (5.8%) respondents strongly agree and 48 (15.6%) agree that they do not have access to the internet to participate in online learning, 33 (10.7%) respondents were uncertain, 151 (49.0%) disagree while 58 (18.8%) respondents strongly disagree with the statement.

17 (5.5%) respondents strongly agree and 37 (12.0%) agree that they do not have a computer system, tablet, or mobile phone to use for online learning, 20 (6.5%) respondents were uncertain, 165 (53.6%) disagree while 69 (22.4%) respondents strongly disagree with the statement.

26 (8.4%) respondents strongly agree, 108 (35.1%) agree that their internet was very slow to use online learning, 32 (10.4%) respondents were uncertain, 104 (33.8%) disagree while 38 (12.3%) respondents strongly disagree with the statement.

55 (17.9%) respondents strongly agree and 157 (51.0%) agree the ICT unit was available for assistance with the online learning difficulties, 41 (13.3%) respondents were uncertain, 41 (5.2%) disagree while 14 (4.5%) respondents strongly disagree with the statement.

81 (26.3%) respondents strongly agree and 166 (53.9%) agree they have enough power supply to keep their electronic gadgets available for online learning, 34 (11.0%) respondents were uncertain, 18 (5.8%) disagree while 9 (2.9%) respondents strongly disagree with the statement.

Table 4.6: Overall percentage distribution of respondent's readiness for online lectures during the Covid-19.

	Percentage (%)
Agree	73.0
Uncertain	10.0
Disagree	17.0

Source: Fieldwork (2021)

Decision rule:

Evidence shown in table 4.6 revealed the overall percentage distribution of respondents' readiness for online lectures. Majority (73.0%) of the respondents who chose strongly agree and agree are higher than others, which means they were fully ready for online lectures, 10.0% of respondents are not sure of their readiness for online lectures during covid-19 while 17.0% of respondents who chose strongly disagree and disagree shows they were not ready for online lectures during the covid-19 pandemic.

Research Question 3: Do they have the knowledge to use the required tools for online learning?

Table 4.7: Frequency distribution of respondent's knowledge on tools for online lectures

Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I know how to use Zoom, Google Classroom, WhatsApp, Telegram, etc. for online learning	118 (38.3%)	156 (50.6%)	26 (8.4%)	6 (1.9%)	2 (0.6%)
I work well with computers, so using online learning is not a problem	110 (35.7%)	159 (51.6%)	22 (7.1%)	14 (4.5%)	3 (1.0%)

Source: Fieldwork, 2021.

Table 4.7 shows the frequency distribution of respondent's knowledge on the required tools for online lectures during Covid-19.

118 (38.3%) respondents strongly agree and 156 (50.6%) agree they know how to use Zoom, Google Classroom, WhatsApp, Telegram, etc. for online learning, 26 (8.4%) respondents were uncertain, 6 (1.9%) disagree while 2 (0.6%) respondents strongly disagree with the statement.

110 (35.7%) respondents strongly agree and 159 (51.6%) agree they work well with computers, so using online learning is not a problem, 22 (7.1%) respondents were uncertain, 14 (4.5%) disagree while 3 (1.0%) respondents strongly disagree with the statement.

Table 4.8: Overall percentage distribution of respondent's knowledge on tools for online lectures during the Covid-19

	Percentage (%)
Agree	88.1
Uncertain	7.8
Disagree	4.1

Fieldwork (2021)

Decision rule:

Evidence shown in table 4.8 revealed the overall percentage distribution of respondents' knowledge on the required tools for online lectures during Covid-19. A majority (88.1%) of the respondents who chose strongly agree and agree are higher than others, thus, they have the basic knowledge on the tools needed to use online lectures, 7.8% of respondents are not sure they have the required knowledge of tools for online lectures while 4.1% respondents who chose strongly disagree and disagree revealed they do not have the required knowledge of tools for online lectures during the covid-19 pandemic.

Research Question 4: What are the perceived challenges that hindered them from participating fully in online lectures during the Covid-19 pandemic?

Table 4.9: Frequency distribution of respondent's challenges on online lectures during Covid-19.

	Frequency	Percentage
Bad network	1	0.3
Cost	104	33.8
Internet	111	36.0
Internet duration compared to cost	1	0.3
Technical Support	36	11.7
Time	55	17.9
Total	308	100.0

Source: Fieldwork, 2021.

Table 4.9 shows the frequency distribution of respondent's perceived challenges on online lectures during Covid-19.

1 (0.3%) respondent opined bad network, 104 (33.8%) respondents opined the cost of online learning, 111 (36.0%) respondents chose internet issues, 1 (0.3%) respondent opined on internet duration when compared to cost, 36 (11.75) respondents opined technical support while 55 (17.9%) respondents chose the time to use online learning.

Decision rule:

Table 4.9 revealed that the internet (36.0%) and cost (33.8%) are the major challenges that hindered respondents from participating fully in online lectures during the covid-19 pandemic.

4. 3 DISCUSSION OF FINDINGS

Perception of online lectures during Covid-19 pandemic

According to Olayemi, Adamu, & Olayemi (2021), perception is the way human beings seething and it is a significant factor that everyone must know to approach life's situation. People react based on their perception; hence one can determine the reaction of another in a situation by getting to know their perception of a phenomenon.

The result of the analysis showed that the majority of the respondents use online lectures once or more a day. In addition, the user's performance expectancy, effort expectancy, social influence, and behavioral intention were satisfactory. Hence, the majority of the respondents (82.4%) have a good perception of online lectures during the covid-19 pandemic. According to Hoque and Sorwar (2017), the use of technology by many is proof of its acceptance. The outcome of this study corroborates with the study conducted by Yan, Tsao, Shih-Wei, Ching-Chang, Ke-Tien, and Hsin-Yi (2020), they reported that students have a good perception towards online learning as it has a positive effect on their self-efficacy and well-being, as well as improving the eagerness to learning.

However, according to the study conducted by Yang and Cornelius (N.D), they revealed that students had both positive and negative perceptions towards online lectures. Their findings revealed that litheness, cost-effectiveness, quick access to electronic research, easy internet connection, and a goodly designed interface were factors that gave students positive perception while lecturers delay in giving feedbacks, absence of technical support from lecturers, inability to regulate class themselves, lonely feeling during lectures, one-way mode of instruction and poor course content were identified as factors that gave student negative perception towards

online lectures. Furthermore, studies by Olayemi et al, (2021), Burac, Fernandez, Cruz, & Cruz (2019), Odit-Dookhan (2018), and Lochner, Wieser, Waldboth, & Mischo-Kelling (2016) also revealed that students had a good perception of online lectures, although they have some challenges in the process.

Students readiness when online lectures were introduced during the Covid-19 pandemic

To use a tool or technology to use, one must be able to ascertain the readiness of those that will be using it. On students' level of preparation to use online lecture, a majority (73.0%) of the respondents were fully ready for online lectures during the Covid-19 pandemic because they have the necessary resources such as computer system, tablet or a mobile phone; the necessary knowledge, technical support, and power supply to fully partake in online lectures. Although, some of them were faced with the challenge of slow internet connectivity. This simply means the student is very much ready to accept and adapt to online lectures under the situation being faced by the whole world. This is in line with the findings of Olayemi et al (2021), which revealed that students have a high level of readiness for online lectures. In addition, the outcome of this study corroborates with the result obtained by Chung, Subramaniam, and Dass (2020), which revealed a moderate level of student's preparedness to use online lectures.

Knowledge to use the required tools for online lecture platforms

Aside from the readiness to use or adopt a technology, it is very important to ensure that those who want to adopt the tool have the needed knowledge to do so. This knowledge will aid the effective and efficient use of the tool or technology. On students' skills and competence to use online lecture platforms during Covid-19, this finding revealed that the majority of the student (88.1%) have the required knowledge to use the required tools for online lecture platforms such as Zoom, Google Classroom, Telegram, and so many others. This is in agreement with the findings of Olayemi et al (2021), which revealed that the majority of the students have a high level of ICT knowledge needed for online lectures and claimed to be capable of the use of these platforms.

However, this finding contradicts the outcome of the study conducted by Dube (2020), where they reported that respondents lamented on their lack of IT skills. Thus, being familiar with computers and the internet is significant to aid the interest of the student in using online learning platforms.

Perceived challenges that hindered them from participating fully in online lectures during the Covid-19 pandemic

Several other challenges have been revealed to be affecting Nigerian students and higher education generally, which has been hindering the accessibility to quality education, some of which are also obtainable during the Covid-19 pandemic. The finding of this study revealed that the majority of the students are faced with the challenge of the Internet and the cost of online

lectures. This result is in agreement with the findings of Olayemi et al (2021) which revealed that the high cost of the internet, poor internet services, irregular power supply, inability to access online library resources, and restricted access to the computer were the perceived challenges to active online lectures. This outcome is also in correlation with the findings of the study carried out by Dube (2020) in South Africa.

Furthermore, Ali (2020) stated that for online lectures to be effective and efficient, the significant infrastructure that is needed should be available. Therefore, deploying the use of online lectures in education without tackling the perceived challenges can have a negative effect on the student, as they would conclude that such technology is insufficient and a poor alternative to traditional learning.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of the Study

As earlier stated, the study sought to investigate the perception of Mountain Top University (MTU) students to online lectures amidst the Covid-19 pandemic. It found out the majority of the respondents have a good perception towards online lectures despite the challenges they faced in the course of using the technology for learning.

The objectives include to examine MTU student's perception towards online lecture platforms during covid-19, evaluate students' level of readiness towards online lectures during the covid-19 pandemic, investigate their knowledge on the required tools for online lectures, and investigate possible perceived challenges they faced during their participation in online lectures during the covid-19 pandemic. The study tries to establish the relationship that exists between online lectures as a technological tool for education and its acceptance by the students for learning, despite the current situation of the world where everything seems to be at a halt as a result of the covid-19 pandemic. The modernization theory and the Unified Theory of Acceptance and Use of Technology (UTAUT) model was used, which reveals the transition from the traditional system of learning to a modern method to bring about development in the educational system for greater interaction between teachers and students with the use of technology and its perception and acceptance by students.

The research method for this study is a survey and the research instrument for data collection is a questionnaire. The result of these questionnaires was carefully analyzed and presented and important information was extracted from the respondent's view. From the data analysis, the outcome is positive.

The online survey questionnaires are distributed among three hundred and eight (308) students of Mountain Top University, the findings revealed that a larger percentage have a positive perception towards online lectures despite the challenges being faced.

5.2 Conclusion

This study has helped to prove the power of technology in education, how effective it is, how captivating, informative, and helping to target audience. It is also proven or demonstrated that online lectures are a valuable technique of teaching and learning by students. It is an effective and efficient tool capable of increasing knowledge, most especially during a time of crisis such as the Covid-19 pandemic, and it is very accepted.

From the result of the data analysis, the study reveals that student preferences for online lectures were because it improved their academic and non-academic performance, help them complete learning easily and quickly, gave a clear and understandable interaction, do not take much time, instructors helpfulness, course mates support, and the university support. In addition, the facilitating condition such as availability of technical assistance, internet, computer system or mobile phone or tablet, and power supply; and the required skills and competencies. This study upholds the significance of online lectures such as providing ease of study without restriction to location which is not imaginable in a traditional form of learning.

Therefore, in a situation where conventional face-to-face learning is not possible, online lectures have been acceptable by the students for learning. It is pertinent to note that, the required measures should be put in place to improve the quality of learning for students amidst the covid-19 pandemic.

5.3 Recommendations

From the findings of this research work, the recommendations include:

i. Adoption of online lectures by higher education in Nigeria education system,

ii. Provision of faster internet services with lesser cost and other facilitating conditions to aid the use of online lectures by students .

5.4 Limitation of the study

This study is limited to students, hence further studies can be carried out on the perception of instructors or lecturers on online lectures amidst the Covid-19 pandemic.

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APPENDIX

QUESTIONNAIRE

Dear Respondent,

My name is EKERE TABITHA. I am a final year student of the Department of Mass Communication, Mountain Top University, Prayer City, Ogun State. As part of the prerequisite for the award of B. Sc in Mass Communication, I am carrying out a research on the topic **"MOUNTAIN TOP UNIVERSITY (MTU) STUDENTS' PERCEPTION OF ONLINE LECTURES AMIDST COVID-19 PANDEMIC"**.

I implore you to sincerely fill this questionnaire which is purely for academic purpose. I guarantee the confidentiality of your responses.

Thank you in advance for your co-operation.

Ekere Tabitha.

INSTRUCTION: Please Tick the boxes as appropriate. Only one box may be ticked for each question.

SECTION A – Demographic Data

1. Gender: Female ( ) Male ( )

2. Age Group: 14 – 20 years ( ) 21 – 27 years ( ) 28 – 35 years ( ) Above 35 years ( )
3. Level: 100 ( ) 200 ( ) 300 ( ) 400 ( )
4. College: Basic and Applied Sciences (CBAS) ( ) Humanities and Management (CHMS) ( )
5. Department: …….
6. How often do you use online learning for class?

Once or more in a day ( ) Once a week ( ) Twice a month( ) Once a month ( ) Never ( )

7. If you had to pick one issue that is the greatest barrier to using online learning, what would it be?

   Time ( ) Technical Support ( ) Power Supply ( )

   Cost ( ) Internet ( ) Does not fit into my program ( )

   Others (please specify) _____

Please put tick (✓) mark for the following questions

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree

SECTION B

S/N	**Performance Expectancy**	SA	A	U	D	SD
8	Online learning has improved my academic performance					
9	Online learning has increased my non-academic performance					
10	Online learning has allowed me to complete my learning tasks more quickly					
11	Online learning has enhanced my effectiveness in learning					
	Effort Expectancy					
12	Learning through online learning was easy for me					
13	My interaction during online learning was clear and understandable					
14	I found online learning easy to use					
15	Online learning does not take much of my time like traditional learning					

	Social Influence					
16	My lecturers influenced me to use online learning					
17	Lecturers have been helpful in my use of online learning for learning					
18	My course mates were very supportive of the use of online learning					
19	In general, the university has supported my learning through online learning					
20	Online learning is a status symbol in my university					
	Facilitating Conditions					
21	I have the necessary resources to use online learning					
22	I have the knowledge necessary to use online learning					
23	My computer systems do not support online learning					
24	I do not have access to the Internet to participate in online learning					
25	I do not have a computer system, tablet or a mobile phone to use for the online learning					
26	My internet was very slow to use online learning					
27	The ICT unit was available for assistance with the online learning difficulties					
28	I know how to use Zoom, Google Classroom, WhatsApp, Telegram etc. for online learning					
29	I work well with computers, so using online learning was not a problem					
30	There was enough power supply to keep my electronic gadgets available for online learning					
	Behavioral Intention					
31	Whenever possible, I intend to use online learning for my studies					
32	To the extent possible, I would use online learning for a					

	different purpose					
33	I plan to use online learning in the future					