

Lecturers' Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

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ABSTRACT: *The paper investigated lecturers' transition from face-to-face to online teaching for sustainable university goals in the new normal. The problem of the study hinges on the fact that lecturers transition from face-to-face to online teaching will to a large extent determine the attainment of university goals the right or wrong perception of these lecturers about this change will affect the university system to a great extent. Three research questions were raised and three null hypotheses tested in the study. Design used in the study was descriptive survey. Population of the study comprised 3,806 academic staff while 350 respondents were sampled for the study using simple random sampling technique. Cochran's sample size formula was used to determine the sample size of the study. Instrument used for data collection was a 15-items self-structured questionnaire tagged "Transition from Face-to-Face to Online Teaching Questionnaire" (TFOTQ). The instrument was face and content validated by three Measurement and Evaluation experts from the University of Port Harcourt while the average reliability of the instrument was 0.81 using Cronbach alpha statistics. Out of the 350 copies of questionnaire administered, 328 copies which was 93.7% were retrieved. Research questions raised were answered using mean and standard deviation scores while the hypotheses were tested using z-test statistics at 0.05 level of significance. Result of the study showed a difference in their perception and skills possessed for online teaching but no difference in the challenges encountered. Adequate training was recommended for lecturers' successful transition to online teaching in the new normal.*

KEYWORDS: lecturers' face-to-face, online teaching, university goals, new normal

INTRODUCTION

In all nations of the world, university education is considered as pivotal to national growth and development. It is on this basis that efforts are put in place to ensure that the university system functions appropriately for the advancement of the nation and its citizens. It is on this note that the Federal Republic of Nigeria (2013) pointed out that university education shall be essential in contributing to the provision of high level manpower need for the development of the nation. However, several factors have continued to confront the goals and objectives for which the

university system was set-up both in the past and present and this poses danger to the nation as a whole. On his part, Otonko (2012:45) stated that “the university system particularly in Nigeria has not had a smooth sail from its inception but has also witnessed many successes”. This however requires great level of commitment from all stakeholders to preserve the gains of university education.

One of the events that has threatened the smooth administration of universities in Nigeria and beyond is the recent corona virus pandemic referred to as covid-19. This was because the pandemic was first discovered in Wuhan China in December, 2019 (Aderounmu & Odedara, 2021). The corona virus pandemic affected individual, institutions and countries in different ways and this included the lockdown of schools which has forced several institutions to derive alternative methods of teaching (Onyema, *et al.*, 2020) Universities like other educational institutions were also affected and lecturers were forced to switch from the usual traditional teaching method to digital platforms so that the goals and objectives of the university system will not be affected as a result of the prolonged presence of the pandemic which has resulted to a new and normal way of living across all countries and institutions.

University education in Nigeria like other nations of the world mean a lot for national advancement and lecturers are at the forefront of making the goals and objectives of the universities attainable. In fact, the Federal Republic of Nigeria as cited in Asiyai (2013:160) noted that universities have exigent goals which includes the following:

1. Contribution to national development through high level manpower training;
2. Development and inculcation of proper values for the survival of the individual and the society;
3. Development of the intellectual capabilities of the individual to understand and appreciate their local and external environment;
4. Acquisition of both physical and intellectual skills which will enable the individual to be self-reliant and useful member of the society;
5. Promotion and encouragement of scholarship and community services and
6. For national unity and the promotion of national and international understanding and interaction.

Therefore, every lecturer is expected to brace up to the challenge occasioned by the new normal way of teaching and learning as a result of the covid-19 pandemic and switch from the face-to-face method of teaching to online teaching techniques so that universities can remain relevant to individuals and the nation. The face-to-face method of teaching has remained the practice of several lecturers for years and some are so convenient with this technique that adopting any other system is almost impossible, the face-to-face method which is also known as the traditional method is one where teaching and learning activities are carried out through interpersonal contact or

physical contact between the teacher and the students (Qureshi, 2019; Miles *et al.*, 2018). This method has remained the major practice in most universities until the pandemic forced almost all institutions to consider switching to online methods of teaching.

The online method of teaching is according to Anderson as cited in Rapanta *et al.*, (2020:925) is a type of teaching and learning situation in which “the learner is at a distance from the tutor, learner uses some form of technology to access the learning materials, learner uses technology to interact with the tutor/instructor and with other learners and some kind of support is provided to learners. Generally, any teaching and learning method that embraces the use of technology and the internet is regarded as online teaching and learning (Online education). Several authors cited in Albrahim (2020:11) stated that related concept for online teaching and learning includes “e-learning, virtual learning, cyber learning, Internet learning, distributed learning, web facilitated learning, web-based learning, distance learning, computer-based learning, resource-based learning, and technology-based learning”. However, this online system can also be purely online or blended. It is purely online when the teacher and learner has no opportunity for physical contact but is blended when both online and physical contact is involved. All of these measures are taken to ensure that universities provide meaningful education to all interest groups.

The adoption of online teaching strategy no doubt depends on the perception of lecturers especially in this emergency situation which has come to become the new normal. On their part, Napier *et al.*, (2011:20) stated that this adoption of technology for teaching and learning “has experienced significant growth during the past years and this can be attributed to factors such as flexibility of online course, its impact on overcrowded classrooms and a perceived improvement in the teaching and learning experience”. Lecturers must have this belief that there are a lot that can be benefited from the use of online system of teaching before they can embrace this development in the new normal. Researchers such as Julien and Dookwah (2020:487-488) have also asserted that “the transition from face to face learning to online learning at higher education could be considered a relatively new phenomenon ... lecturers and students are strongly encouraged to utilize the new online platform for teaching and learning”. It is only on this ground that sustainable university goals and objectives can be guaranteed.

Similarly, academic staff of universities must be ready to learn and re-learn essential skills that will enable them adequately utilize these online platforms. Albrahim (2020) categorized the essential skills for online teaching into pedagogical skills, content skills, design skills, technological skills, management and institutional skills and social and communication skills. These skills must be possessed by any lecturer in order to make good use of the online platform provided by the school during this period. Skills on how to operate digital devices, communicate with the devices and carry out essential tasks that were carried out during the period of physical contact must be developed by these lecturers as a matter of urgency. This no doubt will come with some level of challenges which these lecturers in collaboration with the university administrators

must be ready to confront. Kebritchi *et al.*, (2017) noted that some of these challenges which lecturers will encounter in the process of transiting to the online platform will include problems relating to the online learners, instructors, and content development. Similarly, Gillett-Swan (2017) also pointed out that lecturers will face challenges that are peculiar to the management of workload using this platform. It is only when these obstacles are properly dealt with that the lecturer can use the online platform provided to contribute to the attainment of sustainable university goals and objectives.

Researchers have carried out several studies on how successful transition to online teaching can help universities achieve important goals and objectives. Asogwa *et al.*, (2020) conducted a study on lecturers' perception's and experience's on online learning (OL) in tertiary institutions amidst covid-19 at Godfrey Okoye University, Enugu State, Nigeria and it was reported that online learning was beneficial and convenient for the lecturers because they were also equipped with necessary skills for this online learning. The study also showed that there was no significant difference on skills possessed by the lecturers for effective utilization of online learning based on their educational level. Similarly, Mohamad *et al.*, (2014) also conducted a study on lecturers' perceptions and attitudes towards the usage of online learning at polytechnic and the findings of the study showed that half of the lecturers were using online platforms in their teaching and learning while the others adopted the traditional method of teaching and learning in the classroom. It was also revealed that 63.9% of the lecturers agreed that they don't have enough time to manage teaching materials online while 42.2% of the lecturers agreed that online platform is not user friendly, too complex and difficult to use.

Furthermore, the study carried out by Michika and Manabete (2019) on lecturers' ICT competency needs in the use of peripheral equipment for teaching in polytechnics in North-East Zone of Nigeria revealed in its finding that lecturers teaching in polytechnics in the North-East Zone required ICT peripheral competencies such as the use of digital camera, use of the web camera for internet communication, use of scanner, setting up and using Liquid Crystal Displays (LCDs) as well as use of multimedia projectors. It was also revealed in the study that there was a significant difference in the mean ratings of the lecturers regarding ICT competency needed in the use of these equipment. Similar study by Fernández-Cruz and Fernández-Díaz (2016) on generation Z's teachers and their digital skills also showed that a significant difference existed between optimal ICT skills and the low skills that teachers really had to develop learning activities with technological tools for their respective students. These findings all point to the need for the development of relevant online skills in this new normal in the university system.

On the other hand, Mahyoob (2020) in his study on the challenges of e-Learning during the covid-19 pandemic experienced by EFL learners revealed in its finding that the main problems encountered related to technical, academic, and communication issues. The result of the study also indicated that most of the learners were not satisfied with continuing online learning since they

could not fulfil the expected progress in language learning performance. In a related manner, Kearns (2012) also conducted a study on student assessment in online learning focusing on the challenges and effective practices and found out in the study that challenges arose due to the impact of physical distance between the teacher and students, adaptations resulting from the necessity of using available technology for communicating with students, workload and time management issues, and the ongoing need to collect a variety of assessment data and provide feedback. Therefore, there is no doubt that while universities have laudable goals that can contribute to individual and societal growth and development, the new normal created by the recent pandemic poses a threat to university goals and objectives if lecturers cannot comfortably transit from the previous traditional mode of instructional delivery to the use of online platforms which is the only leverage that can guarantee sustainable university goals and objectives in the new normal.

Statement of the Problem

The covid-19 pandemic which recently ravaged the entire countries of the world no doubt affected individuals, institutions and nations in a manner that has resulted to drastic changes in the ways services are rendered and goods are produced around the world. The university system in and outside Nigeria was not spared from the effects of the pandemic given the long period of lockdown of countries and institutions including universities in Nigeria. However, in order to ensure that the goals of nations and most formal organizations are not negatively affected in the long term, efforts are being made in the transition to online mode of service delivery.

However, the attainment of the goals and objectives of university education in Nigeria is threatened as lecturers could not interface with their students using the previous face-to-face method. Similarly, with the while world transiting to the use of digital platforms, it is increasingly necessary for lecturers to also transit from the traditional face-to-face teaching method to online methods. This can only be made possible if lecturers have the right perception on the need to transit to online methods of teaching and learning. In the same manner, very little progress will be made if these lecturers do not possess the skills to transit to the available digital platforms. Effort must also be made by the lecturers in collaboration with other stakeholders to eliminate any challenge to the transition process in order to avoid the goals and objectives of university education from being jeopardized as a result of the pandemic. It is on this note that this study intends to investigate lecturers' transition from face-to-face to online teaching for sustainable university goals in the new normal.

Purpose of the Study

The main objective of the study was to investigate lecturers' transition from face-to-face to online teaching for sustainable university goals in the new normal. The specific objectives of the study were to:

1. ascertain the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal.

2. determine the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal.
3. examine the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal.

Research Questions

The following research questions were answered in the study:

1. What is the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal?
2. What are the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal?
3. What are the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female academics on their perception on transition from face-to-face to online teaching for sustainable university goals in the new normal.
2. There is no significant difference between the mean ratings of male and female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal.
3. There is no significant difference between the mean ratings of male and female academics on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal.

METHODOLOGY

The design engaged in the study was descriptive survey design. The population of the study consisted of 3,806 academic staff (2,415 males and 1,391 females) in the three public universities in Rivers State out of which 350 respondents (222 males and 128 females) were drawn as sample for the study using simple random sampling technique. Cochran's sample size formula was used to determine the sample size from the population of the study. The instrument adopted for the collection of data was a 15-items self-structured questionnaire titled "Transition from Face-to-Face to Online Teaching Questionnaire" (TFOTQ) and this was structured based on the four point modified Likert scale. Responses were structured as follows: Strongly Agreed (SA=4), Agreed (A=3), Disagreed (D=2) and Strongly Disagreed (SD=1). The weights of the questionnaire (4, 3, 2 and 1) were summed up and divided by 4 to arrive at the criterion mean score of 2.50 which was used to agree or disagree with the mean score for each questionnaire item. The instrument was presented to three Measurement and Evaluation experts from the University of Port Harcourt for

face and content validation. The reliability for the instrument was estimated using Cronbach alpha and the index for the three clusters of the questionnaire were 0.81, 0.84 and 0.79 which produced an average reliability index of 0.81 which showed that the instrument was reliable. There were 350 copies of the questionnaire (222 males and 128 females) administered to the respondents of the study by the researcher with the assistance of two trained research assistants out of which 328 (207 males and 121 females) which was 93.7% were filled and returned. The research questions raised were answered using mean and standard deviation scores while the hypotheses were tested using z-test statistics at 0.05 level of significance.

RESULTS

Answer to Research Questions

Research Question One: What is the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal?

Table 1: Mean and Standard Deviation Scores on the Perception of Lecturers on Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the new normal

S/No	Items	Male Academic Staff n=207		Female Academic Staff n=121		Mean Set	
		Mean \bar{X}_1	SD	Mean \bar{X}_2	SD	X \bar{X}	Decision
1	Control over teaching activities is guaranteed when online platform is used	2.64	0.80	2.48	0.96	2.56	Agreed
2	Online teaching is usually time intensive to adopt	2.97	0.65	2.47	0.96	2.72	Agreed
3	Utilizing online method of instruction promotes knowledge management	2.56	1.05	2.50	0.91	2.53	Agreed
4	Relevant instructional support is accessible through online method of teaching	2.57	1.05	2.25	1.23	2.41	Agreed
5	Online platforms can be easy adopted for any kind of instructional activity	2.61	0.93	2.37	1.18	2.49	Agreed
	Grand Mean and Standard Deviation	2.67	0.90	2.41	1.05	2.54	Agreed

Table 1 showed the responses of the male and female academics sampled for the study to items 1-5 where all the mean scores above the criterion mean of 2.50 used for decision making implied that the respective items were agreed while items below the criterion mean score indicated that the item was disagreed. In the table, the opinion of the male and female academics differ on almost all the items in terms of their perception for the transition from face-to-face to online teaching.

However, the lecturers both agreed on item 3 implying that utilizing online method of instruction will promote knowledge management. The grand mean score of 2.67 showed that the male academics agreed while the same mean score of 2.41 indicated that the female academics disagreed on the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal. However, the average mean set score of 2.54 implied that the lecturers averagely agreed on the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal.

Research Question Two: What are the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal?

Table 2: Mean and Standard Deviation Scores on the Skills Possessed by Lecturers for Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the new normal

S/No	Items	Male	Academic	Staff	Female	Academic	Staff n=121	Mean Set		
		n=207						X	X̄	Decision
		Mean	\bar{X}_1	SD	Mean	\bar{X}_2	SD			
6	Installation of applications to support online teaching	2.83		0.75	2.92		0.79	2.88		Agreed
7	Sharing of educational content using online platforms	2.87		0.73	2.89		0.82	2.88		Agreed
8	Trouble shooting of devices when hitches are encountered	2.90		0.69	2.27		1.23	2.59		Agreed
9	Preparation of instructional activities using online tools	2.72		0.83	2.35		1.18	2.54		Agreed
10	Tracking of students participation in online classroom activities	2.85		0.72	2.15		1.27	2.50		Agreed
	Grand Mean and Standard Deviation	2.83		0.74	2.52		1.06	2.68		Agreed

Table 2 revealed the responses of the male and female academics sampled for the study to items 6, 7, 8, 9 and 10 where all the mean scores above the criterion mean of 2.50 used for decision making were agreed while items below the criterion mean score were disagreed. The male and female lecturers both agreed on items 6 with mean score of 2.83 and 2.92 as well as item 7 with mean score of 2.87 and 2.89 respectively that they possessed the skill for installation of

applications to support online teaching and also for sharing educational content using online platforms. The respondents however have different opinions on the remaining items. The grand mean score of 2.83 and 2.52 indicated that the male academics agreed more than the female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal. The average mean set score of 2.68 implied that the academics averagely agreed on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal.

Research Question Three: What are the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal?

Table 3: Mean and Standard Deviation Scores on the Challenges Encountered by Lecturers in the Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the new normal

S/No	Items	Male	Academic	Staff	Female	Academic	Staff n=121	Mean Set		
		n=207						X	X̄	Decision
		Mean	\bar{X}_1	SD	Mean	\bar{X}_2	SD			
11	Issues relating to the technical know-how for device usage	2.76		0.78	2.70		0.92	2.73		Agreed
12	Shortage of devices that can support online teaching	2.63		0.80	2.75		0.90	2.69		Agreed
13	Issues relating to instructional content which online platform cannot handle	2.56		1.05	2.92		0.79	2.74		Agreed
14	Instructional time management becomes an issue	2.70		0.79	2.55		0.89	2.63		Agreed
15	Issues relating to ensuring interpersonal relations during classroom activities	2.48		1.10	2.69		0.92	2.59		Agreed
	Grand Mean and Standard Deviation	2.63		0.90	2.72		0.88	2.67		Agreed

Table 3 indicated the responses of the male and female academics sampled for the study to items 11-14 where all the mean scores above the criterion mean of 2.50 used for decision making implied that the respective items were agreed while items below the criterion mean score indicated that the item was disagreed. The male and female lecturers agreed on items 11, 12, 13 and 14 as challenges

while they differed in their opinion that issues relating to ensuring interpersonal relations during classroom activity were a challenge. The grand mean score of 2.63 and 2.72 from the male and female academics also implied that they both agreed on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal. The female academics however agreed more than the male academics on these issues. The average mean set of 2.67 also implied that the lecturers averagely agreed on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of male and female academics on their perception on transition from face-to-face to online teaching for sustainable university goals in the new normal.

Table 4: Summary of z-test Analysis on the Difference between the Mean Ratings of Male and Female Academics on their Perception on Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Decision Significance
Male Academic Staff	207	2.67	0.90	326	2.28	1.96	0.05
Female Academic Staff	121	2.41	1.05				

Table 4 showed that the value of z-crit. of 1.96 at 326 degrees of freedom and 0.05 level of significance was less than the value of z-cal. of 2.28 and as such, the null hypothesis was rejected indicating that there was a significant difference between the mean ratings of male and female academics on their perception on transition from face-to-face to online teaching for sustainable university goals in the new normal.

Hypothesis Two: There is no significant difference between the mean ratings of male and female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal.

Table 5: Summary of z-test Analysis on the Difference between the Mean Ratings of Male and Female Academics on the Skills Possessed by Lecturers for Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Academic Staff	207	2.83	0.74	326	2.84	1.96	0.05	Rejected
Female Academic Staff	121	2.52	1.06					

Table 5 revealed that the value of z-crit. of 1.96 at 326 degrees of freedom and 0.05 level of significance was less than the value of z-cal. of 2.84 and on this note, the null hypothesis was rejected implying that there was a significant difference between the mean ratings of male and female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal.

Hypothesis Three: There is no significant difference between the mean ratings of male and female academics on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal.

Table 6: Summary of z-test Analysis on the Difference between the Mean Ratings of Male and Female Academics on the Challenges Encountered by Lecturers in the Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Academic Staff	207	2.63	0.90	326	0.99	1.96	0.05	Not Rejected
Female Academic Staff	121	2.73	0.88					

Table 6 indicated that the value of z-crit. of 1.96 at 326 degrees of freedom and 0.05 level of significance was more than the value of z-cal. of 0.99 and as such, the null hypothesis was not rejected showing that there was no significant difference between the mean ratings of male and female academics on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal.

DISCUSSION OF FINDINGS

Perception of Lecturers on Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

The study revealed that the grand mean score of 2.67 from the male academics implied that they agreed while the mean score of 2.41 indicated that the female academics disagreed on the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal. However, the average mean set score of 2.54 implied that the lecturers averagely agreed on the perception of lecturers on transition from face-to-face to online teaching for sustainable university goals in the new normal. Similarly, it was indicated that there was a significant difference between the mean ratings of male and female academics on their perception on transition from face-to-face to online teaching for sustainable university goals in the new normal. This finding sharply contrasts with a related study carried out by Asogwa *et al.*, (2020) on lecturers' perception's and experience's on online learning (OL) in tertiary institutions amidst covid-19 at Godfrey Okoye University, Enugu State, Nigeria which revealed that there was no significant difference in the mean ratings of lecturers for effective utilization of online learning based platforms based on their educational level. It implies that the differences that existed may be due to other factors such as lack of preparedness or awareness on the relevance of online platforms for educational activities.

It was clearly indicated in the study that on the issue of lecturers perception as it relates to the fact that online teaching helps lecturer to have control over teaching activities, access instructional support and ease of use of online platforms for instructional activities, the academics differ in their opinion and this clearly implies that the lecturers do not share the same perception on online teaching and this has great implication on the ease of transiting to online platforms for sustainable university goals. This position is at variance with the outcome of the study conducted by Asogwa *et al.*, (2020) which showed that lecturers believed that online learning was beneficial and convenient for the lecturers because they were also equipped with necessary skills for this online learning. It is on this premise that it becomes necessary for lecturers to be trained on the use of these online platforms irrespective of their gender, qualification of educational background. It was also indicated in the study that lecturers differed in their perception on whether online platforms were online platforms were time intensive or not. However, the issue of online platforms being essential for knowledge management was collectively agreed by the academics and this shows that with proper plan in place, all lecturers will develop the right mindset about the use of online teaching. Supporting this perspective, Mohamad *et al.*, (2014) conducted a study on lecturers' perceptions and attitudes towards the usage of online learning at polytechnic which showed that half of the lecturers were using online platforms in their teaching and learning while the others adopted the traditional method of teaching and learning in the classroom. On this note, the university has a lot to do in preparing lecturers for this transition. Transiting to online teaching system should not be sporadic and should not be enforced until lecturers are adequately prepared

so that they can have the right and same perception about its adoption and it is only on this ground that university goals and objectives can be sustainably achieved.

Skills Possessed by Lecturers for Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the New Normal

In the study, from the responses gathered from the lecturers, the grand mean score of 2.83 and 2.52 indicated that the male academics agreed more than the female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal. The average mean set score of 2.68 implied that the academics averagely agreed on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal. Furthermore, the study showed that there was a significant difference between the mean ratings of male and female academics on the skills possessed by lecturers for transition from face-to-face to online teaching for sustainable university goals in the new normal. This finding clearly agrees with the outcome of a similar study carried out by Fernández-Cruz and Fernández-Díaz (2016) on generation Z's teachers and their digital skills which revealed that a significant difference existed between optimal ICT skills and the low skills that teachers really had to develop learning activities with technological tools for their respective students. This implies that aside differences in gender, there are likely to be other areas of skill difference among lecturers that may inhibit their smooth transition to online teaching method and the universities need to identify these areas of differences and provide the needed intervention in the new normal in all universities.

In the study, the lecturers differ in their opinion on their trouble shooting skills when using these devices, their instructional activities preparation skill using online platform and their ability to track students who are active participants in the use of online platforms. Lecturers can acquire these skills if they are subjected to rigorous training as seen in other institutions. Study carried out by Michika and Manabete (2019) on lecturers' ICT competency needs in the use of peripheral equipment for teaching in polytechnics in North-East Zone of Nigeria showed that lecturers teaching in polytechnics in the North-East Zone required ICT peripheral competencies such as the use of digital camera, use of the web camera for internet communication, use of scanner, setting up and using Liquid Crystal Displays (LCDs) as well as use of multimedia projectors. However, as noticed in this study also, the findings of Michika and Manabete (2019) further supported the assertion that there was a significant difference in the mean ratings of the lecturers regarding ICT competency needed in the use of these equipment. Therefore, transiting to online teaching from the face-to-face approach both requires the provision of all the need resources as well as training lecturers on their usage so that the adoption of online platforms can have meaningful impact on the sustainability of university goals and objectives in the new normal.

Challenges Encountered by Lecturers in the Transition from Face-to-Face to Online Teaching for Sustainable University Goals in the new normal

The responses from the lecturers which were further analyzed indicated that the grand mean score of 2.63 and 2.72 from the male and female academics implied that they both agreed on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal. The female academics however agreed more than the male academics on these issues. The average mean set of 2.67 also implied that the lecturers averagely agreed on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal. In a related manner, it was revealed that there was no significant difference between the mean ratings of male and female academics on the challenges encountered by lecturers in the transition from face-to-face to online teaching for sustainable university goals in the new normal. This consensus position by the lecturers aligns with a related study by Mahyoob (2020) on the challenges of e-learning during the covid-19 pandemic experienced by EFL learners which revealed that the main problems encountered related to technical, academic, and communication issues. It was revealed that most of the learners were not satisfied with continuing online learning since they could not fulfil the expected progress in language learning performance. Therefore, one can deduce that the transition to online platforms of instructional will come with several challenges for both lecturers and students which the university must be ready to resolve.

The study showed that the male and female lecturers agreed that the issue of technical know-how, access to relevant devices, issues relating to using online platform to manage instructional content, time management issues and instructional relations issues were challenges that lecturers confront in the process of switching to online teaching mode. This was in tandem with the position of the study by Kearns (2012) which was conducted on student assessment in online learning focusing on the challenges and effective practices and indicated that challenges arose due to the impact of physical distance between the teacher and students, adaptations resulting from the necessity of using available technology for communicating with students, workload and time management issues, and the ongoing need to collect a variety of assessment data and provide feedback. On this note, there is need for lecturers, students and the university administrators to develop an understanding on how to enforce the best fit online instructional platform that will satisfy the need of all stakeholders for the purpose of achieving university goals and objectives. The government must also be ready to support where necessary to deal with these challenges for the attainment of sustainable university goals in the new normal.

CONCLUSIONS

The following conclusions were made based on the findings of the study:

1. Male and female lecturers significantly differ in their mean ratings on the perception and skills possessed for transition from face-to-face to online teaching for sustainable university goals attainment in the new normal.
2. Challenges such as lack of technical know-how and lack of digital devices threaten lecturers' transition from face-to-face to online teaching for sustainable university goals attainment in the new normal.

Recommendations

The following recommendations were proffered in line with the findings of the study:

1. There is need for university administrators to organize a sensitization programme to orient lecturers on the benefits of adopting online teaching and learning platforms in the new normal as well as how this transition can be seamlessly achieved for the benefit of all stakeholders.
2. The government should make effort to supply university lecturer and students with subsidized digital devices and other infrastructure that will be needed for meaningful online teaching and learning in this era of the new normal.
3. Government at all levels should also increase their financial allocation to the universities in this era of the new normal as this will enable the universities to be able to address some of the challenges confronting their transition from face-to-face to online teaching for sustainable university goals attainment in the new normal.

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