

Post-Covid Era and the Challenges of Online Learning Among Students in Selected Public and Private Universities in Nigeria

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Abstract

The advent of the Covid-19 virus has created a paradigm shift in the mode of learning in all academic institutions the world over; thus, creating challenges and causing disruptions of academic activities across institutions of higher learning. As a result, university campuses were shut down, and the traditional classroom face-to-face method of teaching and assessment was disbanded to be replaced with the online style of knowledge acquisition. The current study explicates the experiences of selected students in universities in Nigeria considering their ability to adapt to virtual learning as against the classroom style of knowledge acquisition. Altogether, (480) undergraduates were selected from four Nigerian higher institutions of learning – two public and two private. That figure is shared evenly at one hundred and twenty students (120) each per university. In the paper, we argue that the disparity in learning stems from the students' economic background and not necessarily from the type of institution attended. It was observed that students from private schools are mainly from elitist backgrounds whereas those in public schools are largely from the middle or lower class. The implication is that whereas the students from middle-class backgrounds lacked the requisite finances to cater to their needs and keep up with the challenges of online learning, those in the private schools have the financial muscles to cater to whatever needs they are confronted with. This gap gave room for the disparity in attitude towards embracing the online learning occasioned by the COVID-19 pandemic.

Keywords: Post-Covid Era, Online Learning, Developing Countries, Public & Private Universities, Nigerian

Introduction

The era of covid in 2020 climaxed with the forceful shutting down of schools and educators were advised to embrace the online method of teaching- a method that thrives heavily on internet access and smart gadgets. It exposed the gap between the children of the rich and those of the poor. Jacob & Lydia (2020) opine that "the lockdown of educational institutions in Nigeria during the COVID period had a significant impact on the nation's tertiary institutions". Avgerinou, M.D, & Moros, S.E. (2020) argue that computing is a relevant instrument in the age of learning considering the non-classroom experience in the post-covid era. Dhawan (2020) maintains that "online learning is a necessity for teaching in the time of COVID-19".

In Nigeria for instance, most government-owned institutions of learning lack the requisite

infrastructure to function adequately, whereas the privately owned institutions parade kids from rich homes who can afford the needed gadgets to work with. According to Abigeal, E.O (2023) "Hybrid learning environments are models of professional development in teacher education especially in the post-COVID-19 pandemic". There is therefore a wide gap between students at public schools and those of private schools in terms of access to facilities. When schools were compulsorily shut down because of the pandemic, it became easy for students in private schools to adapt easily to the online method of learning while those from public schools bemoaned their fate due to the financial burden on an already strained pocket. For this reason, they constantly opposed the online method of learning. Even when some educators tried to set up lectures on online platforms such as WhatsApp,

Telegram, zoom etc, these students could not meet the financial demands. The management of the privately owned institutions resorted to organizing workshops to sensitize the students on the need for them to embrace the new normal way of knowledge acquisition, but the response remains low.

The rationale for the abysmal performance of the students from government-owned schools could not be far-fetched as Ebim (2016) had argued that: The persistent stay of the military in Nigerian polity led to so many challenges ranging from infrastructural decay to the negligence of the school system thus leading to dropouts and street urchins, especially in major cities in the Northern part of the country. Such a situation left no room for the teeming population of youth who roam the streets aimlessly. The Goodluck Jonathan administration tried to ensure that such children were kept off the streets by building schools that were labeled—Almajiri Schools. Though, the government saw the initiative as a lofty one but there was an outcry from members of the public especially the opposition politicians on the rationale behind the establishment of such schools.

When online teaching was introduced, the authorities failed to realize adequate measures needed to be put in place to give room for a smooth running of the programme. For those in private schools, attendance rates during online lectures were close to full participation whereas those in public schools are abysmal as Abdullah M. Al-Ansi & Ahmed Al-Ansi (2020) observe that the “sudden transition of traditional learning to online learning opened another door of discussions for scholars, researchers and decision-makers about the future of education”. In this study, we are of the view that it is difficult to freely engage in internet learning in developing countries because both students and teachers are ill-equipped and therefore not prepared for the challenges that come with the switch in the learning process. We drove this argument by using the samples of selected public and private schools in Nigeria as a barometer for measuring the success or otherwise of the students involved in the learning process.

Literature Review

According to Amreenir Bashir et al (2021), “The Covid-19 pandemic has created challenges and

disrupted the Higher Education sector; university campuses closed, and face-to-face teaching and assessment shifted to an online format”. In the words of Watermeyer (2020), “The pandemic has posed significant challenges in the day-to-day activities of education. The immediate impact has been lockdowns over the last year and the enforced closure of schools, colleges and universities (Watermeyer et al., 2020). More so, the emergency response to the educational institutions according to Shin and Hickey (2020) was to “shift teaching and assessments online is known as Emergency Remote Education (ERE)” which involves “adapting content which would have traditionally been taught face-to-face as blended learning or as fully distanced learning”. This is because “studies indicated the reluctance of teachers to accept and make themselves familiar with the new technology platforms that were made available to aid virtual learning” (Nimavat et al., 2021). Due to the above circumstances, “e-learning’s effectiveness was somewhat diminished. Due to a lack of technology, poor internet access, and resistance to change on the part of both students and teachers” (Abbasi et al., 2020).

Learners prefer face-to-face instruction. Just using online sessions that encompass only pre-recorded lectures and occasional face-to-face sessions may not be enough to increase student participation. Azlan et al. (2020) recommended improving the efficiency and scope of online education by considering collaborative educational tools and mediums. Abbasi et al. (2020) reported how e-teaching and learning experiences limited the number of interactions between teachers and their students.

Online learning provides an individual with flexibility in learning based on his own time, pace and availability. Available research has emphasized the importance and limitations of e-learning but there is a dearth of literature on teachers’ preparedness in the use of e-learning tools. While people advocate the importance of online learning, they neglect the fact that the same requires the expertise of trained teachers to effectively carry out their functions.

The efforts of the government towards ensuring flexible online learning have not been underrated. In Nigeria for instance, Ajadi (2008) opines that

“there were some interventions made by the government to ensure continuous learning of children despite the closure of schools. Such interventions included “teaching” via “traditional media like the radio and TV. While these initiatives were great, some gaps were identified by learners in different categories and various non-governmental Organizations as well as some dedicated technology and edu-tech companies provided the needed intervention to ensure that all students regardless of their status, disability or gender continued to learn during the school closures”.

However, before the advent of COVID-19 entrenched online learning, there was the existence of “e-learning” in Nigeria. Thus, the advent of distance learning programmes in the country aided the spread of university education programmes across the country and brought about innovations such as “instructional delivery mode in some of our tertiary institutions”.

Theoretical Underpinning

In this study, we adopt the theory of hybrid learning which suggests that learning is a process that involves both cognitive and social factors. This theory was proposed by several scholars, including William Labov, who is considered to be the father of sociolinguistics. Labov’s work showed that language is a social phenomenon, and that learning is driven by social factors. According to Jean Piaget (1835), both assimilation and accommodation are required for the learning process to take place. The origin of this theory can also be traced to the social interaction theory. In this case, it is believed that learning is an important part of human development and that learners can easily adapt depending on the environment.

In the words of Wood, Smith, and Grossniklaus, “Learners cannot predict reactions, which necessitates constant experimentation and learning because knowledge development can be thought of as a cognitive or mental process. The scholars agree that the learner is the active constructor of their knowledge. This theory favours the belief that human intelligence is defined as the earliest stage of cognitive development which can identify their surroundings by using their senses and actions. According to Jean Piaget (1835),

“learner’s intelligence is not only influenced by acquiring knowledge, but it is also influenced by creating or forming a mental model of their environment”.

Chomsky’s theory views language acquisition as being innate and the result of a general ability to synthesize the various levels that an increasingly intelligent person reaches. The advent of the COVID-19 pandemic no doubt forced students to transition from the f2f to the online platform. The crisis that came with the pandemic has greatly altered the initial approach to learning that was known to students before this moment. These alterations and shifts in momentum that ordinarily would have taken a longer period have been shortened due to the need and urgency to adapt to the current situations all over the world. Higher institutions students who had not envisaged the kind of change that the pandemic has brought, now hardly can withstand the challenges of online learning as against the face-to-face classroom mode of learning due to the repercussions of the introduction of online learning methods.

Methodological Framework

In this research, the focus rests on the success or otherwise involved in the internet form of knowledge acquisition brought about by the covid-19. For the methodological framework, we adopted the survey method in data elicitation. The study area in this research is Nigeria in general and Cross River and Lagos state in specific terms. The study population comprises the higher institutions of learning in Nigeria where online academic activities are deployed in place of the conventional classroom method. In this study, we adopted the triangulation methodology to validate the research. In data elicitation, two universities were chosen for the public schools. A total of 120 students were interacted with in the University of Calabar with the following distribution: Science Students 20, English & Literature 20, Engineering 20, Law 20, Accountancy 20, Linguistics 20, and Medicine 20. At Cross River State University of Technology, CRUTECH, a total of 120 students were reached out to with the following distributions: Education Students 20, Mass Communication 20, Engineering 20, Estate Management 20, Microbiology 20, Science Lab Tech 20. In the private schools, we also

picked two universities. At Arthur Jarvis University, a total of 120 students were involved in the study with the following distributions: Languages and linguistics 20, Criminology 20, Law 20, Hospitality and Tourism 20, Sociology 20, and Business Administration 20. Finally, Christopher University was chosen with a total of 120 students that make up the following distributions: Law 20, Business Administration 20, Computer Science 20, Mass Communication 20, Accounting 20, and International Relations 20. The Purposive Sampling

technique was used by the researchers. The research instruments used in this research are the questionnaire and oral interview methods. This approach was adopted due to the large population of the study. In this study, we adopted both qualitative and quantitative methods of analysing the data. From each of the four universities, we picked six (6) departments and a total of 20 students making a total of four hundred and eighty (480).

Ata presentation and analysis

Respondents' demographic characteristics: federal government-owned university

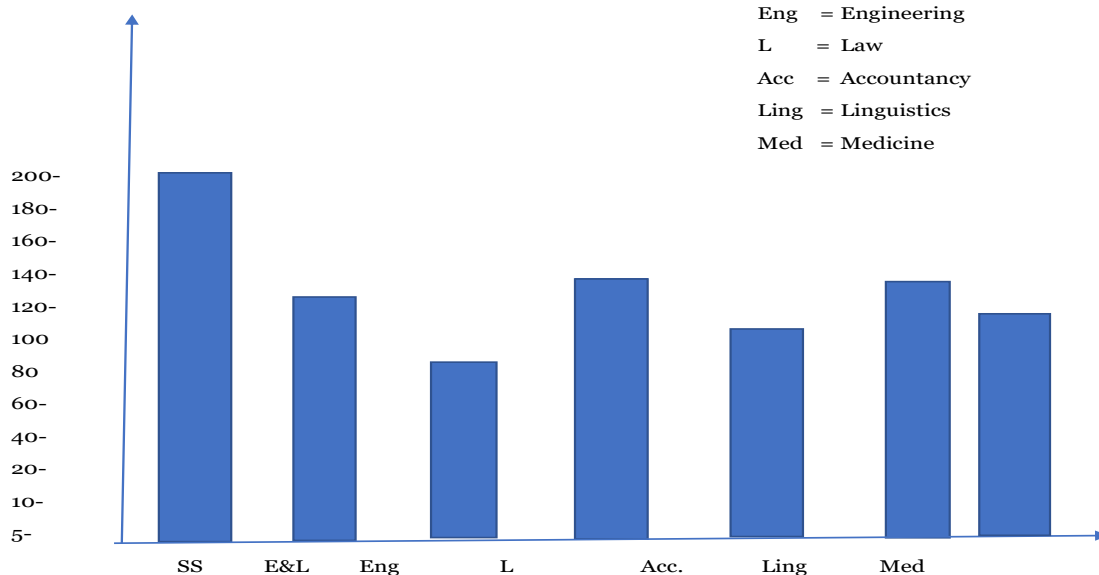
Table 1. Frequency distribution of Respondents from the University of Calabar

Variables	Frequency	Positive	Negative	+Percentage %	-Percentage %
Science Students	20	05	15	25	75
English & Literature	20	03	17	15	85
Engineering	20	02	18	10	90
Law	20	10	10	50	50
Accountancy	20	08	12	40	60
Linguistics	20	04	16	20	80
Medicine	20	13	7	65	35
Total	120	45	75	20.83	79.166

Table II. Bar Chart representation of Respondents from the University of Calabar

SS = Science Students

E & L= English and Literature
 Eng = Engineering
 L = Law
 Acc = Accountancy
 Ling = Linguistics
 Med = Medicine



Identifiable Departments in the University

Table 1 above shows the demographic representation of students at the University of Calabar which is the government-owned university

chosen for this study. Altogether, seven departments were picked for the elicitation of responses, through oral questioning and questionnaire. Out of the one hundred and twenty

(120) students that were approached, forty-five (45) responded positively to the acquisition of online studies whereas seventy-five (75) responded negatively to the online lectures during the post-COVID era. In the Sciences, twenty (20) students were interacted with, out of this number, five (5) were positive with a percentage distribution of 15% while fifteen (15) responded negatively with a percentage distribution of 75%. Twenty (20) students were randomly selected from the Department of English & Literary Studies and three (3) were positive with a percentage distribution of 15% whereas seventeen (17) were negative with a percentage distribution of 85% while Engineering, contacts were made with twenty (20) students and two (2) were positive with a percentage distribution (7) were negative with a percentage of 35%.

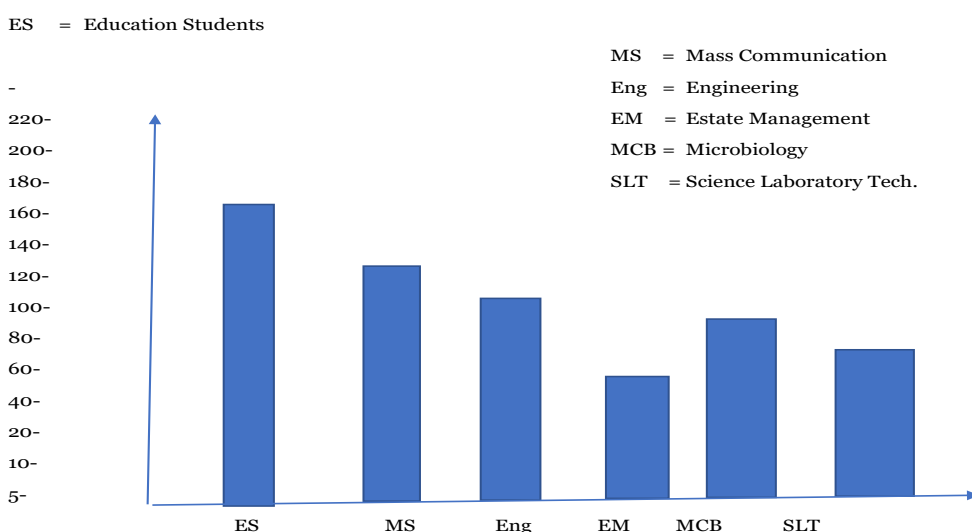
of 102% while eighteen (18) were negative with a percentage of 90%. In law, twenty (20) contacts were made, ten (10) were positive with a percentage of 50% whereas ten (10) were negative with a percentage of 50%. In the Department of Accountancy, twenty (20) contacts were made eight (8) responded negatively with a percentage of 40% while twelve (12) were positive towards online lectures with a percentage of 60%. In the linguistics department, twenty (20) contacts were made and four (4) were positive with a percentage of 20% while sixteen (16) were negative with a percentage of 80%. Lastly, in the medicine department, twenty (20) contacts were made, thirteen (13) were positive with a percentage of 65% while seven

1. STATE GOVERNMENT OWNED UNIVERSITY

Table III. Respondents from the University of Cross River State

Variables	Frequency	Positives	Unreturned	+Percentage %	-Percentage %
Education Students	20	02	18	10	90
Mass Communication	20	06	14	20	80
Engineering	20	05	15	25	75
Estate management	20	03	17	15	85
Microbiology	20	05	15	25	75
Science Lab Tech	20	03	17	15	85
Total	120	24	96	18.333	81.66

Table IV. Bar Chart representation of Respondents from the University of Cross River



Identifiable Departments in the University
 Table III above shows the demographic representation of students at the University of

Cross River State, a state government-owned university. Altogether, six departments were picked for the elicitation of responses, through oral

questioning and questionnaire. Out of the one hundred and twenty (120) students that were approached, twenty-four (24) responded positively to the acquisition of online studies whereas ninety-six (96) responded negatively to the online lectures during the post-COVID era. In the faculty of Education, twenty (20) students were interacted with, out of this number, two (2) were positive with a percentage distribution of 10% while eighteen (18) responded negatively with a percentage distribution of 90%. Twenty (20) students were randomly selected from the Department of Mass Communication six (6) were positive with a percentage distribution of 30% whereas fourteen (14) were negative with a percentage distribution of 70% while in Engineering, contacts were made

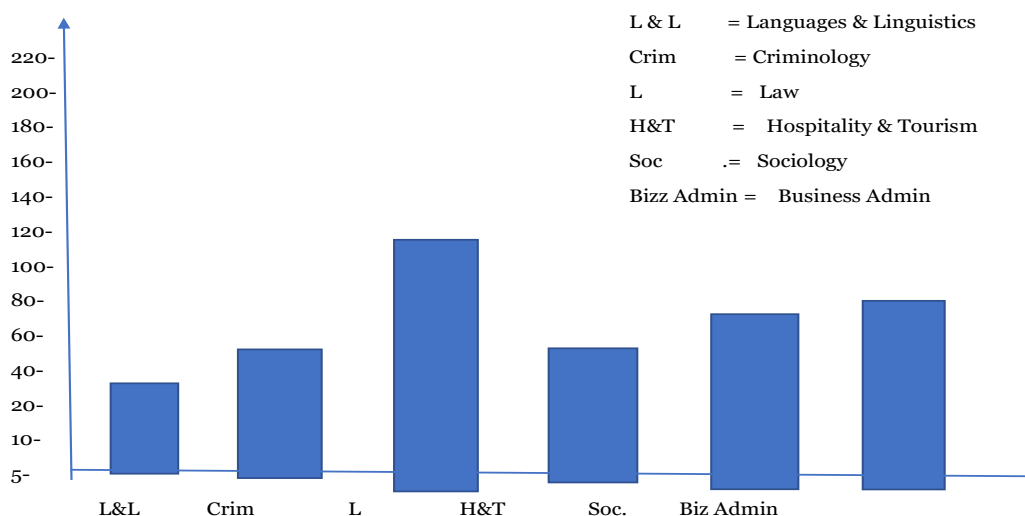
with twenty (20) students and five (5) were positive with a percentage distribution of 25% while fifteen (15) were negative with a percentage of 75%. In Estate management, twenty (20) contacts were made, three (3) were positive with a percentage of 15.3% whereas seventeen (17) were negative with a percentage of 85%. In the Department of Microbiology, twenty (20) contacts were made and five (5) responded negatively with a percentage of 25% while fifteen (15) were positive towards online lectures with a percentage of 75%. In the Science Lab Tech department, twenty (20) contacts were made and three (3) were positive with a percentage of 15% while seventeen (17) were negative with a percentage of 85%.

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Table V. Respondents from Arthur Jarvis University, Akpabuyo

Variables	Frequency	Positives	Unreturned	+Percentage %	-Percentage %
Languages and linguistics	20	15	05	75	25
Criminology	20	17	03	85	15
Law	20	18	02	90	10
Hospitality and Tourism	20	14	06	70	30
Sociology	20	15	05	75	25
Business administration	20	18	02	90	10
Total	120	97	23	80.83	19.166

Table VI. Bar Chart representation of Respondents from Arthur Jarvis University Akpabuyo Number of Students Contacted



Identifiable Departments in the University
 Table V above shows the demographic representation of students in Arthur Jarvis

University Akpabuyo which is a privately owned university chosen for this study. Altogether, six departments were picked for the elicitation of

responses, through oral questioning and questionnaire. Out of the one hundred and twenty (120) students that were approached, ninety-seven (97) responded positively to the acquisition of online studies whereas, twenty-three (23) responded negatively.

In the Languages and Linguistics department, twenty (20) students were interacted with, out of this number, fifteen (15) were positive with a percentage distribution of 75% while five (5) responded negatively with a percentage distribution of 25%. Again, twenty (20) students were randomly selected from the Department of Criminology and seventeen (17) were positive with a percentage distribution of 85% whereas three (03) were negative with a percentage distribution

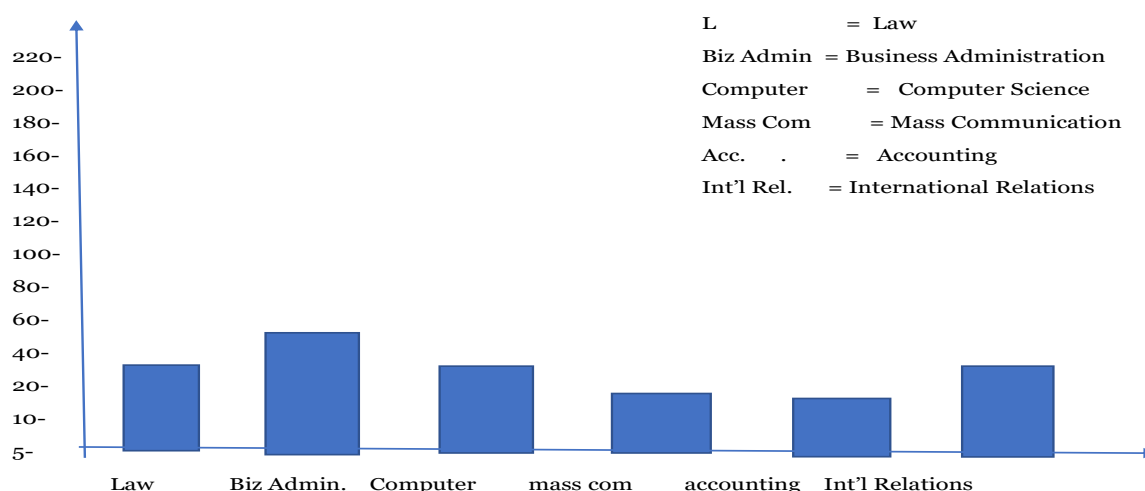
of 15% while in the Law department, contacts were made with twenty (20) students were eighteen (18) were positive with a percentage distribution of 90% while two (02) were negative with a percentage of 10%. In Hospitality and Tourism, twenty (20) contacts were made, fourteen (14) were positive with a percentage of 70% whereas six (6) were negative with a percentage of 30%. In the department of Sociology, twenty (20) contacts were made and fifteen (15) responded positively with a percentage of 75% while five (5) were negative towards online lectures with a percentage of 25%. In the Business administration department, twenty (20) contacts were made and eighteen (18) were positive with a percentage of 90% while two (2) were negative with a percentage of 10%.

PRIVATELY OWNED UNIVERSITIES

Table VII. Respondents from Christopher University, Mowe, Ogun State

Variables	Frequency	Positives	Unreturned	+Percentage %	-Percentage %
Law	20	18	02	90%	10%
Business administration	20	19	01	95%	5%
Computer science	20	16	04	80%	20%
Mass Communication	20	19	01	95%	5%
Accounting	20	16	04	80%	20 %
International Relations	20	18	02	90%	10%
TOTAL	120	106	14	88.33%	13.33%

Table VIII. Bar Chart representation of Respondents from Christopher University, Mowe, Ogun State Number of Students Contacted



Identifiable Departments in the University Table VI above shows the demographic representation of students in Christopher University, Mowe, Ogun State which is a privately

owned university chosen for this study. Altogether, six departments were picked for the elicitation of responses, via oral questioning and questionnaire. Out of the one hundred and twenty (120) students

that were approached, one hundred and six (106) responded positively to the acquisition of online studies whereas fourteen (14) responded negatively to the online lectures during the post-COVID era. In the Law department, eighteen responded positively with a percentage distribution of (90%) while two were negative with a percentage of (10%). In the Department of Business Administration, twenty (20) students were randomly selected and nineteen (19) were positive with a percentage distribution of 95% whereas one (01) was negative with a percentage distribution of 20%. In the computer science department, twenty-five (20) contacts twenty (20) were positive with a percentage distribution of (80) while five (05) students were negative with a percentage of (20%). In the Department of Mass Communication, twenty (20) contacts were made and sixteen (16) were positive with a percentage of 80% whereas four (04) were negative with a percentage of 20%. In the Department of Accounting, twenty contacts were made with nineteen (19) responding positively with a percentage of 95% while one (01) was negative towards online lectures with a percentage of 5%. Finally, in the Department of International Relations, twenty (20) contacts were made and eighteen (18) were positive with a percentage of 90% while two (02) responded negatively with a percentage of (10%).

Data Interpretation

From our analysis, students' performance in the public institutions of the University of Calabar and the University of Cross River State appears to have a similar trajectory. Our analysis reveals that most of the students have not adequately latched on to the e-learning platforms available for their educational benefit. This can be attributed to the paucity of funds as most students, from impoverished backgrounds, are financially incapacitated and cannot afford smartphones or a laptop. Quite aware of this, both institutions have provided e-learning hubs and digital learning centres to remedy this, but with the erratic power supply, online learning in these centres has become challenging. Even so, some university students with access to data and a smart device or a laptop

struggle with poor time management skills for they are often distracted by online games and social media, defeating the purpose of online lectures.

In the private universities of Arthur Jarvis and Christopher Universities, not only are the students fully aware of digital technologies and familiar with digital tools because of their elitist background, but also because of the various multimedia projects and online portals that cater for students' registration details. These private institutions, having moved from analogue operations to hybrid systems tend to minimize the traditional methods of teaching; thus, having limited f2f contact with the students save where necessary. This, of course, is not the case in the University of Calabar and the University of Cross River State - as Nigerian Public universities still grapple with underfunding, as such digital systems prove an expensive alternative, hence the heavy reliance on traditional F2F systems. Another reason perhaps for the positive responses from many of the students at the private institutions may be traced to the vision and mission statements of these institutes which are targeted at raising graduates that can compete favourably at a global level. Therefore, this commitment is expressed in their teaching models – foreign partnerships and linkages with research institutions made possible through digital whiteboards, virtual conferences, and excursions. Their digital services point to their earnest commitment to delivering quality education to their students. For these private institutions, online classes are a flexible alternative and are primarily aimed at the student's convenience. It also becomes an effective marketing strategy for enrolling older students who are preoccupied with jobs and can always catch up within their free time. Hence, their several online programs and services for the category. In all, the active participation of students in online classes from these private institutions, in this analysis can be attributed to all the reasons. However, our analysis also recorded a small number of students who seem to be averse to online learning for reasons which appear to be hinged on truancy or lack of enthusiasm in their program. This too, can be traced to the students at the University of Calabar and the University of Cross River State.

Sample Of Data And Participant’s Response

TEXT B, PARTICIPANT FROM GOVERNMENT UNIVERSITY

S/NO	QUESTION	PARTICIPANT’S RESPONSE
1	Are you comfortable with the recent switch from classroom learning to the online method? Yes () No ()	No (v)
2	State the reasons for your answer	Lack of internet facilities
3	What is your perception of online learning methods?	It appears to be a waste of time
4	Between classroom and online methods which do you prefer?	classroom
5	How would you rate the online as against the classroom method of learning? Good () Fair () Bad ().	Bad (v)
6	In what way do you think the online method can be improved upon?	The government should provide the equipment for the students to use.
7	How would you describe the relationship that exists between online and classroom methods of teaching? Good () Average () Poor() Undecided ()	Undecided (v)
8	In your opinion, how would you want them to improve on the services they render?	Both students and lecturers should be trained
9	How would you rate the impact of online learning among students? Very high () High () Average () Very low () Low().	Average (v)
10	How would you like to be learning from now on?	I miss my classroom learning
11	How difficult or easy is it to use online learning technology (computer, tablet, video calls, learning applications, etc.)?	We need training to use it
12	How satisfied are you with the amount of time you spend speaking with your teachers online?	Poor internet wastes my quality time
13	What do you like/not like about school right now?	The lockdown provides opportunity for side hustle.
14	How sure are you that you can do well in school right now?	When we resume, we know.
15	Are you getting all the help you need with your school work right now?	No, because schools are closed.
16	When you have online schoolwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?	There is no money to buy them
17	If you are participating in online learning, how often do you hear from your teachers individually?	No money to subscribe for data
18	If you are participating in online learning, how often are you talking with your friends from school?	I miss them anyway
19	How engaged have you been in your online classes?	Poor power supply and lack of data prevent me from benefitting from it.

Participant’s Response

Thematization: Corruption

The educational system in Nigeria has been bedevilled by so many factors. Some of those factors include corruption and lack of the political will to execute policies and set out goals. Corruption has contributed to stagnating the development of education in Nigeria. Some good

educational policies have been put in place. An example is the National Policy on Education already discussed. The designers of the policy, from all intents and purposes, were quite visionary. The objectives of most policies in Nigeria are often derailed at the implementation stage due to several reasons: (1) the budgets for the implementation of the policies are often passed by lawmakers with

strings attached to them; (2) even when the budgets are passed, the executive arm of government is often reluctant to release the funds to facilitate implementation, and (3) the inadequate funds often released to the operators of the education system (primary schools, secondary schools and tertiary institutions) are not honestly and fully utilized to promote the cause of education. Many corruptly divert much of the available education resources to serve personal interests. In this segment of the analysis, we try to lay the participants' responses side by side with the happenings in the educational system.

Koroma (2006) observes that "The issue of corruption in education became more prominent in 2005 when President Olusegun Obasanjo broadcasted to the nation alleging that some members of the National Assembly demanded and collected N55 million from Professor Fabian Osuji (the former Minister of Education). The Senate President and five other senators were involved in the deal. According to President Obasanjo, the purpose of the bribe was to enable the National Assembly to approve an enhanced budget for the Ministry of Education (Obasanjo 2005:11). All the facts available show that the refusal to accede to such a bribery demand meant doom for the education sector"

Following from the above, the data below lays credence to the lack of facilities in publicly owned higher institutions. RESPONDENT A in Table 2 above gives an emphatically negative response when asked if comfortable with the switch from conventional learning to the online method of

teaching. The rationale for the negative response is as a result of "lack of internet facilities". According to this respondent, the exercise "appears to be a waste of time" and rather gives preference to the "classroom" mode of learning. When asked to rate the online method of teaching, the respondent categorically says it is "bad" because it is not affordable and proceeded to demand that the "government should provide the equipment for the students to use". When asked to rate the relationship between online learning and the new normal, the respondent remains "undecided" while also requesting that "both students and lecturers should be trained". For this respondent, the online method of learning occupies an "average" position in the rating manual. Being one who is used to the conventional way of doing things, the respondent continues to miss his classroom, thus longing to go back to the classroom and on further probing, the respondent opines that for the programme to succeed, there is a need for adequate training of both students and teachers. Another critical issue raised by the respondent is the poor quality of the internet or service provider which the respondent describes as "a waste of quality time".

For this respondent, the out-of-classroom is an opportunity for him to do menial jobs to support his parents. This is a symbol of the poor nature and background of the respondent. The harsh economic realities are brought to the fore in the subsequent answers to the questions ranging from lack of power supply, inadequate finances, and the lack of motivation to engage in the programme.

SAMPLE OF DATA AND PARTICIPANT'S RESPONSE

TEXT A, PARTICIPANT FROM PRIVATE UNIVERSITY

S/NO	QUESTION	PARTICIPANT'S RESPONSE
1	Are you comfortable with the recent switch from classroom learning to the online method? Yes () No()	Yes (✓)
2	State the reasons for your answer	I am well equipped with internet tools.
3	What is your perception of online learning methods?	It is highly informative.
4	Between classroom and online methods which do you prefer?	I would rather go for online.
5	How would you rate the online as against the classroom method of learning? Good () Fair () Bad ().	Good (✓)
6	In what way do you think the online method can be improved upon?	Our lecturers should be trained in that area.

7	How would you describe the relationship that exists between online and classroom methods of teaching? Good () Average () Poor() Undecided ()	Good (✓)
8	In your opinion, how would you want them to improve on the services they render?	More training for the lecturers and increased payment.
9	How would you rate the impact of online learning among students? Very high () High () Average () Very low () Low().	Very high (✓)
10	How would you like to be learning from now on?	I would like to spend more time at home through online learning
11	How difficult or easy is it to use online learning technology (computer, tablet, video calls, learning applications, etc.)?	it is very easy and flexible because I am used to the gadgets.
12	How satisfied are you with the amount of time you spend speaking with your teachers online?	It highly satisfactory
13	What do you like/not like about school right now?	Well, I miss my friends and classmates but I enjoy the online method of learning.
14	How sure are you that you can do well in school right now?	I take my time to go over the online interaction and have more study time.
15	Are you getting all the help you need with your school work right now?	Yes, through internet surfing and online interaction.
16	When you have online schoolwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?	The gadgets are readily available.
17	If you are participating in online learning, how often do you hear from your teachers individually?	When I am not sure of an idea, I chat them up and the response is insightful.
18	If you are participating in distance learning, how often are you talking with your friends from school?	No more distractions, I focus more on my work.
19	How engaged have you been in your online classes?	At home, I am comfortable because when there is no electricity supply, we run on generator. So, there is no excuse

Participant’s Response

It has been observed that the economic system and structure of society in Nigeria have a significant impact on education. This is because the allocation of budgetary resources to education has not been given sufficient importance, leading to inadequate funding for educational institutions. The government has implemented various policies to promote education development, but economic and social challenges hinder progress. Education is crucial for the democratization drive in Nigeria, as it plays a vital role in shaping the social order and enabling sustainable democracy. However, the commercialization of education has become a growing trend, with privileged individuals and

organizations establishing schools that charge exorbitant fees, limiting access to quality education. Overall, the economic system and social order in Nigeria influence the availability of resources, the quality of education, and the opportunities for individuals to acquire knowledge and skills.

Todaro and Smith (2012) opined that human capital development can be considered a necessary condition for development, and indeed the only vehicle that can lead any nation to economic progress and prosperity. Education transforms a society’s army of human resources into human capital. This is accomplished by equipping them with the requisite knowledge, competencies,

techniques, and skills. This transformation makes them more functional and productive, thereby contributing to the overall advancement of society. Additionally, education is key to poverty mitigation and an instrument for promoting fairness, equity, and social justice.

Harbinson (1973) emphasized that the ultimate basis for the wealth of nations is human resources. Physical capital and natural endowments are regarded as passive agents of production; human resources are the active factors as well as the gravitational force that attracts and accumulates, explores, and exploits all the other factors of production to bring about national development. Thus, a society that proves incapable of developing its citizens and making them functional in bringing about transformation in the economy will not be able to develop anything else in that economy.

From the data elicited from privately owned universities as rendered above, we observed that students from private schools are more economically buoyant than those from the public schools. The response to the first question whether the private school students are comfortable with online learning method is an emphatic "Yes (v)" as compared to those from the public schools which is negative. The enquiry as to whether the students have any challenges, there is a positive response and they also believe that the online learning programme is "is highly informative". Due to their economic buoyancy, they would also rather prefer "the online learning method". For such category of students, the online programme is "Good (v)" and they believe that "Our lecturers should be trained in that area". They also rate it "Good (v)" and request for "more training for the lecturers and increased payment" to boost their productivity.

They also rate the impact of online training "Very high (v)" and opine that "they would like to spend more time at home through online learning" because for them, the online training "is very easy and flexible because such students are used to the "gadgets", meanwhile such gadgets are not affordable by the students from public schools. For the private school students, the online programme is "highly satisfactory" as compared to the negative response from the public-school students. Moreover, the private school students rather "enjoy the online method of learning" even though

they also miss their classmates. This category of students opines that they "rather take out time and engage in online method of knowledge acquisition rather than lazy about" and they achieve this "through internet surfing and online interaction" because the "gadgets are readily available".

Conclusion

It is our belief that the advent of the pandemic has pinpointed the need for the adaptability of students as well as their lecturers to a deviation from the usual classroom mode of lecture delivery and knowledge acquisition to an online mode of learning. There is therefore the need for both teachers and their students to get used to the new normal by keying into the online style of learning. This approach comes with its advantages such as time management, increased online presence, and the application of technical equipment to learning. The need for embracing the hybrid method of knowledge acquisition is therefore more beneficial than the old method of teaching. It is worthy of note that for any institution of learning to survive in this twenty-first century, such an institution will rely on diverse forms of online learning platforms.

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