



Assessing Lecturers' Perception of Online Teaching Initiative in Al-Hikmah University, Nigeria: Implication for Management

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Abstract: Educators and students around the world are currently feeling the astonishing ripple effect of the novel coronavirus pandemic as schools shutdown amid the public health emergency. The shutdown of schools by the Federal Government of Nigeria prompted the Management of Al-Hikmah University (the first Islamic faith-based private university in Nigeria) to come up with the online teaching initiative so as to enable the university to have an uninterrupted academic calendar. It is on this premise that this study examines lecturers' perception of online teaching initiative in Al-Hikmah University. The population of the study consists of all lecturers in the university. Purposive and convenience sampling techniques were employed to select 17 lecturers across the seven faculties in the university. An interview protocol titled "Interview Protocol on Online Teaching Initiative (IPOTI)" was adapted to collect relevant data from the participants. Thematic analysis was used to analyze the data in line with the research questions formulated. The outcome of the findings reveals that the nature of online teaching initiative in the university includes zoom, whatsapp, telegram and voice-note. Findings also reveal that there are various challenges that are associated with online teaching, they are inadequate data, network problem, power outage, students' attitude. Based on the findings of the study, it has several implications for the management. Constant training and re-training on online teaching should be conducted for lecturers from time to time. Lastly, adequate data subscription should be provided for all lecturers who are residing within and outside Ilorin metropolis.

Keywords: *Covid-19; Online Teaching, Education, Management*

Introduction: Coronavirus has become global threat to humanity due to its rapid spread across continents. The first case of somebody suffering from coronavirus can be traced back to November, 2019 according to some media reports in China. The virus happened in Wuhan city in Hubei province of China and that the Chinese authorities had recognized at least 266 people who contracted the virus who came under medical surveillance, and the earliest case was 17 November, weeks before authorities broadcast the emergence of the new virus in the country. The coronavirus outbreak is seriously depleting the world of people, considering the devastating effect on economy (The Guardian, 2020). According to the statistics

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on coronavirus published by World Health Organization called situation report 101, the virus, which is now a pandemic, has infected at least 3,090,455 people across the world and killed 217,769 as at April 30th2020. Specifically, in the Western Pacific region, the virus has infected 147743 people with 6094 deaths recorded. European region has 14,34649 confirmed cases with 135961 deaths while in South-East Asia region, there are 54021 confirmed cases with 2,088 deaths. Also, the deadly virus has infected 182,417 people with 7447 lives terminated in Eastern Mediterranean Region. The region of Americans has a total of 12,46190 confirmed cases with 65,228 deaths recorded so far,while the disease has also spread to African region with 24,713 confirmed cases and 938 deaths recorded (World Health Organization, 2020).

On 28th February 2020, the World Health Organization was notified of a confirmed case of coronavirus in Nigeria of an Italian who travelled from Italy to Lagos, Nigeria for a short-term mission at a factory in Ogun State, Nigeria. As at April 30th 2020, there were 210 confirmed cases with 4 deaths recorded. In view of the rising cases of coronavirus in Nigeria, the government had earlier in March 2020, announced the closure of all schools in the country. This action was taken as one of the precautionary measures that can be used to stem the spread of the virus (World Health Organization, 2020). According to situation report 62 as published by the NCDC, Kwara State had 11 confirmed cases (Nigeria Centre for Disease Control, 2020). Due to negative impact of the virus, many educational institutions have transitioned to online teaching and learning platform. On the bright side, students on different parts of the globe particularly those in places with high degree of occurrences such as Italy, United Kingdom, USA and Spain are turning the condition around through life changing skill online and making efficient use of technology as many of these platforms have become free especially now that the global understanding and solidarity is required by most. Other countries of the world have also embraced asynchronous online learning tools such as reading material via goggle classroom were augmented with synchronous face to face video instruction, to help forestall school closures (Ejiohuo, 2020).

Although, online learning has been in existence for long, but its terminology was not firmly established till the beginning of 21st Century. Online learning refers to the use of electronic technology for educational deliverance and training through the applications, monitor learner's performance and report their advancement (Chang, Shu, Liang, Tseng & Hsu, 2014; Salawudeen, 2010; UNESCO, 2020). Dawley (2017) opined that it is an innovative for delivering electronically mediated, learners centered and interactive environment using the internet and technology in relation to instructional design principle. Thus, the use of online as instructional strategy especially in the corona virus era enhance effective teaching and learning, fostering intrinsic motivation and permit the acquisition of valuable study and time management skill.

In strict compliance with the Nigerian government's directive on school closure, Al-Hikmah University, Nigeriadirected students to vacate campus with immediate effect (Federal Government of Nigeria, 2020).Al-Hikmah University was established in 2005 by AbduRaheemOladimejiOladimeji Islamic Foundation (AROIF). The University came into being via the granting of License to operate as a Conventional Islamic Faith-Based Private University by the Federal Government of Nigeria. The university's curriculum is geared towards promoting academic excellence and also ensuring moral and spiritual uprightness of youths, most especially in the face of the imposing vicious challenges posed to humanity at large.

In order to ensure that teaching and learning does not suffer due to spread of coronavirus, the Management of Al-Hikmah University had an emergency meeting and came up with mechanism that can be used to ensure continuous teaching of students despite the obstruction of education in the country due to pandemic disease. Parts of the mechanism put in place is online teaching initiative, which the university believe can help to ensure that courses that are embedded in the school curriculum contents are covered by the lecturers. In order to know the workability of the online teaching in the university, this study examines lecturers' perceptions of online teaching initiative and its implication for management. The following research questions were formulated to guide the study:

- What is the nature of online teaching initiative adopted for teaching students in Al-Hikmah University?
- What are the challenges that are associated with the use of online teaching initiative in Al-Hikmah University?
- What are the measures that can be used improve the online teaching initiative in Al-Hikmah University?

Literature Review: Several studies have been conducted since the outbreak of coronavirus that focused on the adoption of online teaching. Sarah (2020) conducted study on how universities are embracing online learning during the coronavirus outbreak. The study used descriptive survey design. The survey of prospective international students revealed that 58% of the respondents expressed interest in studying their programmes through online platforms due to coronavirus restriction, while only 43% of the respondents stated that they had no interest in study online. The study concluded that the pandemic coronavirus has forced educators to modernize their pedagogical approach to teaching using online learning platform. It was recommended that universities as a matter of urgency should embrace modern tools and platforms through online learning during the coronavirus outbreak for effective service delivery. Also, Jenifer (2020) assessed strategies for improving online teaching. The study identified digital equality, practice, clear expectations to staff and students, adequate time planning, pack your bag, establish daily schedules, provide robust leaning, design independent learning, address emotional toll and choose the right toolsThe study investigated by Zheng, Wisniewski, Rosson and Carroll (2016) established that for education to have effective online teaching, facilities should are needed for online instructors who are disseminating information to students online. Blackmon (2016) is of the view that adequate ICT facilitiesare needed to improve the quality of online teaching in higher institutions.

Furthermore, study carried out by Armando and Patterson (2012) indicates that schools are leveraging on advanced use of technologies to teach students. The technologies include such as streaming videos to connect subject-matter to learners, use of virtual learning environment etc. This mode teaching students is gaining more prominence in the education system in the United States and other countries. Similarly, the study of Ayadu, Eludiora, Amassoma and Ashiru (2011) concluded that online teaching is an advanced method of delivering lecture electronically, using internet and gadgets such as virtual learning environment and other platforms to reach out to students. The work of Mathew and Ebeelloanya(2016) provides the benefits of online teaching in education. The benefits include access to technological gadgets for delivery lesson, and access to a wide variety of updated education resources online.Adam (2016) found that some of the challenges of online teaching include lack of access to technology, inadequate pedagogical skills, and inadequate skillson the use of technology by instructors.

Dawley (2007) established that online teaching enables instructors to get comprehensive information on ICT. This enables them to be to interact freely with their students. It will also give them room for effective diversification of teaching activities that will give them intrinsic motivation and ensure the acquisition of knowledge and time management skills. Tressie Jennifer, Tara and Julie (2018) outlined challenges that are militating against online teaching. They include limited data subscription and inadequate skills in technology manipulation. The foregoing challenges are obstructing effective online teaching. Ejiohuo (2020) found that schools closure has significant effects on students whose parents are low income earners who enigmatically lack access to technology and internet facilities due to erratic power supply which hinder effective functional of learning devises such as smart phones, laptops and desktop computers. Tie to this is the issue of high cost of internet data and poor service delivery by network providers in Nigeria worsen by the abject poverty which make it complicated for many families to afford expensive gadgets or resources to sustain them for proper planning.

Theoretically, this study on is anchored on unified theory of acceptance and use of technology model (UTAUT model). The model design can be traced to the effort of Venkatesh, Moris, Davis and Davis developed the model based on eight major models and theories (i.e. Theory of Reasoned Action (TRA) and Technology Acceptance Model (TAM)). The model has use of behavior (UB), which the discoverersclarified as the degree to which a person accept and make use of innovative technology. Next is behavioral intention (BI), which has facilitating conditions (FC). Specifically, the behavioral intention in the UTAUT model elucidates the capacity of person's intention to display certain behavior while the facilitating conditions ensures the degree to which person considers that both the technical infrastructure and organization are needed for the support of the technology. Also, the behavioral intention is determined mainly by performance expectancy (PE), social influence (SI) and effort expectancy (EE). The performance expectancy is the extent to which person believes that the use of technology will assist himto attain improvements in task performance, while the effort expectancy is the degree to which the ease that is related with the use of technology while social influence specifies the degree to which person perceive the important that other believe he should make use of technology (Dwivedi, Rana, Jeyaraj, Clement & Williams, 2019; Venkatesh, Thong, Chan & Brown, 2011; Wong, Teo& Russo, 2013).

Methodology: The research design to examine lecturers' perception of online teaching initiative in Al-Hikmah University is qualitative type. Qualitative approach was adopted to get comprehensive information from the participating lecturers on how they are teaching their students online. The approach is chosen because it focuses on words rather number, depth rather than breadth. Also, the selected design method isexploratory;it they seek to unearth the opinions, thoughts and feelings of the research participants (Creswell, 2015, Sliverman, 2016).The study population comprised of all lecturers in Al-Hikmah University, Kwara State, Nigeria. The sampling techniques adopted include purposive and convenience techniques. First, purposive technique was used to select 6 faculties, while convenience sampling technique was employed to select 2 lecturers from four faculties (education, law, health sciences and agriculture), while 3 lecturers each were selected from the remaining faculties (management sciences, natural sciences, and humanities) because of the high number of lecturers that are domicile in the faculties. The breakdown of the faculties and how they were selected is displayed in Table 1.

Table 1: Distribution of Sample for the Study Using Purposive and Convenience Sampling Techniques

S/N	Faculty	Number of Selected Lecturers
1	Education	2
2	Law	2
3	Health Sciences	2
4	Humanities and Social Sciences	3
5	Management Sciences	3
6	Natural and Applied Sciences	3
7	Faculty of Agriculture	2
	Total	17

Interview protocol is the document that can be used to collect relevant data when conducting interview. The protocol contains questions to be answered by the participants. Interview protocol titled “Interview Protocol on Online Teaching Initiative (IPOTI)” was adapted from the work of Mathew and Ebelelloanya(2016) to collect relevant information from the participants who have been teaching students via online platform in Al-Hikmah University since March 2020. Questions contained in the protocol are five. For the purpose of and content face validity of the protocol, draft copies were distributed to experts in distance learning for the purpose of effecting all the suggested observations. To ensure trustworthiness of the protocol, a pilot study was conducted with two lecturers that are outside sample population with a view to ensuring adequate credibility of the main data collection (Sekaran&Bougie, 2010).

In other to avoid challenges that are usually associated with the rights of the study participants’ privacy, the participant consent to participate in this research was given priority via the use of participants’ consent form. Likewise, cordial relationship with the participants to ensure participants’ disposition to participate in the study was established(Creswell, 2015).

As opined by Creswell (2015) that the conduct of interview in qualitative research is tasking and enormous, and that it involves the use of materials to achieve successful collection of data. In view of the foregoing, interviews were conducted with the participants with the use of laptop, digital audio, pencil and biro, jotter, tape recorder and camera. All the interviews that were conducted were subsequently transcribed and analyzed using thematic approach.

Analysis: The data collected were subsequently transcribed with a view to ensure capturing of all the interviews that were granted. In transcribing interviews, it requires some steps to be followed. The first step is to make use of headphone to hear and listening to the voice of the participants. The second step is to ensure that the voice of the participants typed using laptop. The jotting of the salient points can also be achieved with the use biro or pencil and jotter. The last step in transcription is the printing. Also, the transcription process produced 8-page of data. After transcription, data codification was followed based on the four research questions that were generated for the study. The two tables below show the code that was assigned to the participants as well as the summary of their opinions on the subject matter.

Table 2: Code Assigned to Participants

S/N	Faculty	Code Assigned to Participants
1	Education	FE1 & FE2
2	Law	FL1 & FL2
3	Health Sciences	FH1 & FH2
4	Humanities and Social Sciences	FS1, FS2& FS3
5	Management Sciences	FM1, FM2& FM3
6	Natural and Applied Sciences	FN1, FN2& FN3
7	Agriculture	FA1 & FA2

Table 3: Summary of Codification Process on Lecturers' Perception of Online Teaching Initiative in Al-Hikmah University

Theme One: <i>Nature of Online Teaching Initiative in Al-Hikmah University</i>
Sub-theme: 1. Zoom
2. Whatsapp
3. Telegram
4. Voice-note
Theme Two: <i>Challenges Associated with the use of Online Teaching Initiative in Al-Hikmah University</i>
Sub-theme: 1. Inadequate data
2. Network problem
3. Power Outage
4. Students' Attitude
Theme Three: <i>Measures that can be used to Improve Online Teaching Initiative in Al-Hikmah University</i>
Sub-theme: 1. Provision of data for lecturers
2. Use of voice-note for teaching
3. Continuous training of lecturers on online teaching

Research Question One: What is the nature of online teaching initiative adopted for teaching students in Al-Hikmah University?

Evidence from the interviews conducted shows enormous information with respect to lecturers' views concerning the nature of online teaching that was recently initiated by the management of Al-Hikmah University. According to FA1, he observed that..." the online teaching method he adopted for passing message to students differs. For instance, I usually use voice-note to teach my students, this is usually through the pre-recorded audio message that will later be uploaded via the whatsapp group of the students. Sometimes, I make use of zoom application, which is what is trending in the society nowadays."FM1 said..." I normally use voice-note for teaching all the courses that are allocated to me because it gives students adequate information of the subject matter than the use of zoom application." FS1 submitted that..."Though I usually send my students materials on the courses I teach them via telegram because of the large number of class that I take. Also, the submissions of FH1, FM2, FN1, FL2, FE1 and FE2 are the same on the nature of online teaching initiative they adopted for lecturing their students. Their views are presented below.

“I always make use of voice-note to engage my students rather than using zoom or Skype method to teach my students. After that, I’ll upload materials on their WhatsApp group to support the voice-note lecture that they’ve received (FH1).”

“I prefer using voice-note to teach my students because it does not give me problem at all. The reason why I use it is that it can be pre-recorded. It seems to be the most effective method of disseminating information to students (FN1). “

“I had tried many methods like zoom, voice-note, Skype, Googlemeet and others to educate my students online as directed by the management of Al-Hikmah University, but I use voice-note often and often due to its uniqueness (FE2).”

“I am used to voice-note method of teaching students online. Though I had tried other methods but voice-note is effective among other methods. In order to ensure that students get additional information to support the voice-note, I also download materials and upload for students through the various WhatsApp groups created for easy dissemination of information (FM2).”

“Zoom is my preferred method of teaching students online. After using the application to teach, I also send materials to students via their email or WhatsApp group platforms (FL2).”

Aside the foregoing submissions by the lecturers on the nature of online teaching initiative they adopted in teaching students in Al-Hikmah University, the lecturers equally expressed their views on the benefits of online teaching initiated by the management of the university. For instance, FS1 averred that “...the benefits of online teaching are enormous and cannot be quantified because it increased my knowledge more on the use of various online teaching applications.” FN2 is of the view that:

”I must thank the management of our university under the leadership of Prof. Taofeek Ibrahim for coming up with this noble idea of teaching our students online due to the novel coronavirus pandemic that led to the closure of all institutions in Nigeria. Teaching students online has enabled me to make use of various applications that can be used for teaching. It has also added to my competence in the use of ICT (FS1).”

“The introduction of online teaching by the management of our university is one of the best initiatives in the university. It gives me the opportunity to learn more on how to disseminate information to students. It is really a welcome development that must be sustained after the coronavirus pandemic (FM1).”

“I salute Vice-Chancellor for coming up with idea of teaching students online in view of the dreaded coronavirus that has crippled all sectors of economy including education. So far, my exposure to online teaching has given me opportunity to learn new things that I do not know before. In fact, the online teaching has widened my horizon in terms of using various methods of teaching students (FL2).”

“There is no doubt that the online teaching initiative is a novel idea that must be continued in the university. If sustained, it will definitely push up the university in terms of ranking in Nigeria. Kudos to the management of the university (FA1, FA2, FE1 & FE2).”

Research Question Two: What are the challenges that are associated with the use of online teaching initiative in Al-Hikmah University?

The interviews conducted with the lecturers that participated in the study reveal various challenges that are associated with the online teaching initiative in Al-Hikmah University. For instance, FS1 and FL2 are of the view that...”There are many challenges that are associated with the use of online teaching initiative, they range from inadequate data, network problem and power shortage.” In the same vein, FA2

asserted that...”Specifically, the challenges that I have experienced so far include frequent power outage and inadequate data when teaching online.” The view of FM2 is the same...”The introduction of online teaching is a welcome development but the fact remains the inadequate data to ensure teaching and learning of students.” FM1 noted that...”Since the start of the online teaching method, my challenge used to be network problem as well as the lackadaisical attitude of some of the students.” The views of other lecturers on the challenges of online teaching are given below:

“Each time I teach students via zoom application, it consumes my data and this creates a big challenge in delivering information to my students. Also, my students always complain of inadequate data through when using zoom application, this disrupts the flow of communication between lecturer and students (FS2).”

“As far as am concerned, network problem is one of the challenges that is obvious since the introduction of online teaching in view of the global coronavirus pandemic. The use of zoom application is always occasioned by epileptic network that is frequently complained by students. They usually opt out of the zoom platform without notifying the lecturers. Though they normally message via whatsapp platform to intimate me on the need to leave the platform, network used to be the main reason why they opted out (FS1).”

“Inadequate data is the major challenge in this era of online teaching in Al-Hikmah University. As far as am concerned, I find it difficult to use my little data for zoom teaching unless I come to use the school facilities. It justifies the reason why I come to school on daily basis to use the internet facility (FL1).”

“Shortage of internet data is one of the problems that is slowing down my participation in online teaching method. Though I wish to make use of zoom application but due to data it consumes, I normally result to voice-note to teach my students (FE2).”

Research Question 3: What are the measures that can be used improve the online teaching initiative in Al-Hikmah University?

Based on the interviews conducted, measures on how the online teaching can be improved were provided. Excerpts from the lecturers are given thus:

“For the management of Al-Hikmah University to improve the online teaching initiative during the coronavirus era, there is need for them to sustain the provision of data in the school premises for lecturers who are living within Ilorin metropolis; they will enable them to be efficient and effective lecture delivery. For lecturers who are residing outside Ilorin, the management should endeavor to subscribe data for them for them to be more responsible to their duty (FE1, FM2, and FS2).”

“As said earlier that inadequate data is one of the main challenges of the online teaching, one of the measures that can be used to sustain the initiative is for the management to provide data for all lecturers who are residing within and outside Ilorin. By doing this, it will enable lecturers to put more efforts in discharging their duties (FL1 and FN2).”

“The online teaching introduced by the management is a novel idea, but data must be provided for lecturers for them to be able to perform their duties without itches. The management should endeavor to give stipend to lecturers for data subscription, especially for those that are living outside Ilorin (FE2 and FN1).

“The workshop conducted by the management of Al-Hikmah University for lecturers on how to teach students online is a welcome development. Nevertheless, there is need for continuous training and retraining of academic staff for them to be equipped with necessary skills that can be employed in online teaching (FH1, FM2 and FA2).”

“In view of the courses taught online so far since, it can be said that voice-note seems to be the prefer method of teaching students. This has been accepted by the majority of students we are teaching. This reason behind the acceptance of voice-note is hinged on the fact that it does not consume much data unlike zoom application (FS2 and FL1).”

Discussion: In view of the first research question of the study, which was based on the nature of online teaching initiative adopted for teaching students in Al-Hikmah University, findings revealed that the nature of online teaching adopted by the majority of lecturers include the use of zoom, voice-note and telegram. Zoom is an application that can be used for teaching students online because it has capacity to accommodate more than 100 participants. It is an effective method of delivering lecture to students because of its unique features which include video and audio menu. Another method used in teaching students online is the use of whatsapp for disseminating information to large number of students. The application accommodates large number of students. Whastapp is always used to send various materials to students so that they can be able to download it. Another online teaching method used by the lecturers is the use of telegram, especially for teaching large number of students. Specifically, it is often used to teach general courses. The last method that lecturers normally use is voice-note. It is a pre-recorded voice lecture taken by the lecturers, who will in turn upload it on the whatsapp platform for students to download and listen to it. Based on the interviews conducted, out of the four mentioned methods, voice-note seems to be lecturers’ most accepted means of teaching students online. The foregoing finding is in line with the study of Sarah (2020), who examined the online learning initiative in selected universities and found that the coronavirus outbreak paved way for universities to modernize their pedagogical approach to teaching using online learning platforms. The platforms used include webinar, zoom, skype, email, and Google mate to ensure delivery of instructions. The current finding is also in sync with the study conducted by Jenifer (2020) that examined the strategies for online teaching and found that online teaching strategies in universities include Skype, webinar, zoom, and email. Also, our finding shows that the introduction of online teaching in Al-Hikmah University has been of the great benefit to lecturers. Interestingly, the online teaching had made them to acquire more skills on how to use technology for teaching, it make them to cover the topics of their courses , and allow them to interface with their students without any challenge. In support of the finding, the work of Ayadu, Eludiora, Amassoma and Ashiru (2011) established that one of the benefits of online teaching is that online teaching is an advanced method of delivering electronically, learner-centered and interactive learning to anyone, anytime by utilizing the internet in relation to instructional principles. In the same vein,

Dawley (2007) found that that online teaching encouraged teachers to seek for information on technology and transform it into their own knowledge; it helps teachers to be self-confident, and enables teachers to interact freely with their students. It also gives room for teachers for diversification of activities with a view to fostering intrinsic motivation and ensures the acquisition of valuable study and time management skills. In the same vein, the study of Mathew and Ebeelloanya(2016) provides the benefits of online teaching in education, it include improved access, interaction with lecturer as well as other learners, access to a wide variety of latest and updated resources that are available online as well as content

sharing. The current finding is equally supported with UTAUT model, which is based on the notion that the use of technology will assist people to attain improvements in task performance (Dwivedi, Rana, Jeyaraj, Clement & Williams, 2019; Venkatesh, Thong, Chan & Brown, 2011).

The second research question of the study was based on the challenges that are associated with the use of online teaching initiative in Al-Hikmah University. Finding revealed that lecturers are faced with numerous challenges, which include inadequate data, network problem, power outage and students' attitude. Specifically, it was found that lecturers complained more about inadequate data, which they believe is the most important challenge when it comes to teaching students online. These findings are in consonance with the work of Mathew and Ebeelloanya(2016)who found that the major challenges faced are by the lecturers include access to technology, affordability, inadequate pedagogical skills, high cost associated with bandwidth and technophobia. Adam (2016) established that challenges of online teaching are content-oriented and rote learning and that online learning or distanced learning being not appropriate for their students. Tressie Jennifer, Tara and Julie (2018) found that lecturers usually find it difficult to get rigorous, quality materials that are suitable for online teaching. Also, they attribute the dearth of materials to two major issues, lack of open resource materials and technological skills. Also, the current study's finding is in sync with the study conducted by Adam (2016) on challenges of online teaching. The challenges of online teaching include limited internet facilities, and inadequate learning and content-oriented. These challenges are considered by teachers as inappropriate for online teaching in school.

The third research question of the study is hinged on the measures that can be used to improve online teaching. The measures include data provision for lecturers, use of voice-note for lectures, and continuous training of online teaching. The foregoing is in line with the work of Mathew and Ebeelloanya(2016) that identified various measures they can be used to improve online teaching, they include the use of emerging technologies such as social media, videoconferencing, virtual learning environment, schoology, wikispaces, and Skype are some of the measures that can be used to improve online teaching. This is similar with the study of Blackmon (2016) who focused on online teaching, challenges and motivations and found that provision of ICT facilities are key to improving online teaching in either secondary school or higher institutions. The current finding is synonymous with the study of Jenifer (2020) who found various strategies for online teaching. Parts of the strategies include adequate time planning, established daily schedules, clear expectations to staff and students, and adequate time planning. To further buttress the findings of the current study, the work of Zheng, Wisniewski, Rosson& Carroll (2016) established that for school to have effective massive open online courses, adequate support in terms of facilities should be provided for educators who are in charge of teaching students online. This will enhance effective teaching and learning.

Implication for Management of Al-Hikmah University: Based on the findings of the study on lecturers' perception of online teaching initiative in this pandemic era, it has several implications for the management of Al-Hikmah University. They are as follows:

1. Constant training and re-training on online teaching should be conducted for lecturers from to time.
2. Adequate data subscription should be provided for all lecturers who are residing within and outside Ilorin metropolis.
3. Lecturers should be flexible in the choice of online teaching methods to be used to teach students.

4. There should be premium subscription concerning the use of zoom application for online teaching because of the limited capacity for non-subscription users.
5. Mechanism should be put in place to ensure quality assurance in online teaching initiative in the university.
6. University curriculum should be reviewed for the incorporation of online teaching and learning.

Conclusion: It is no longer news that the novel coronavirus pandemic has become a serious threat to education sector in Nigeria. The directive of the management of Al-Hikmah University to lecturers to embark on online teaching initiative is a welcome development that has received commendations from all and sundry. The introduction of online teaching initiative in Al-Hikmah University due to coronavirus pandemic is unarguably the first initiative to be conceived in any Nigerian university. Therefore, the continuation of online teaching is needed at this time so that the goals and objectives of university education can be achieved.

Future Research Direction: Based on the findings of the study, it can be said that answers have been provided to the three research questions in this study. Nevertheless, additional studies are needed to confirm or dismiss findings the findings of the current study. First, lecturers' perception of online teaching initiative in Al-Hikmah was investigated using qualitative approach with the use of interview to elicit relevant information from concerned lecturers, thus additional studies are needed to employ quantitative approach with the use of survey to see whether similar findings will be found or not. Specifically, future research could assess lecturers' perceived level of online teaching in Al-Hikmah University with the use of survey. In the same vein, future research could focus on impact of online teaching on lecturers' effectiveness. Second, since study on lecturers' perception of online teaching has been investigated, more studies are therefore needed to investigate students' perception of online learning with a view to establish students' views concerning the lectures they have been receiving online. Lastly, future research could be directed on the relationship between online teaching method and students' readiness using survey and interview methods.

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