ATTITUDE OF LIS POSTGRADUATE STUDENTS TOWARDS REMOTE TEACHING AND LEARNING AT POST-COVID -19 ERA IN NIGERIAN PRIVATE UNIVERSITIES: ISSUES AND PROSPECTS

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ABSTRACT: *The outbreak of Coronavirus in the year 2019 underscored the importance and inherent benefits of remote teaching and learning in university education. The private universities in Nigeria took the lead in deploying teaching and learning tools to bridge the gap that ought to have been created by the lockdown. Despite the inherent benefits, the context observation of the researcher indicated that the Library and Information Science (LIS) postgraduate students maintain a lacklustre disposition towards the use of these tools in the post-COVID-19 era owing to factors associated with poor internet facility, convenience, structure, training, insufficient bandwidth, and little preparation. It is in light of this, that the study examined their attitude towards the use of remote teaching and learning in post COVID-19 era in Nigerian private universities. The study adopted a quantitative approach with a survey design. Its population included 150 students in the three private universities offering the LIS postgraduate programmes in South-West Nigeria. The data for the study were gathered in May-June, 2023 data was analysed with frequency, percentage, and standard deviation and the hypothesis was tested with linear regression at a 0.05 level of significance. The findings revealed that Zoom, Google Classroom, and Microsoft Teams were the most available tools in these universities. The results further indicated that attitudinal factors (cognitive, affective and behavioural) have a positive and significant influence on the use of remote teaching and learning during the post-COVID-19 era by LIS postgraduate students in the studied private universities in South-West Nigeria.*

KEYWORDS: LIS postgraduate students, Private universities, Post Covid-19 era, Remote teaching and learning.

INTRODUCTION

It is undoubtedly that the COVID-19 outbreak brought about several challenges to every sphere of human endeavour. Accordingly, Nigeria as a country has had her fair share of the pandemic with the incident case (coronavirus) reported on 27 February 2020, and since left the country with a plethora of myths and realities about what the virus is (Hamzat & Otulugbu, 2020). The realities of the time were the need to bridge the learning gap through the deployment and subsequent use of remote teaching and learning mechanisms. Ferri et al. (2020) averred that remote teaching and learning were originally construed as an intervention in bridging the gap occasioned by the lockdown that served as a measure of controlling the spread of the virus. Remote teaching and learning has become a dependable teaching and learning measure that has outlived the pandemic. Sandars et al. (2020) acknowledged that online learning is not a single building but a collection of online learning modalities and technologies. The application of technologies in education increases the accessibility to learning materials this learning system may be synchronous or asynchronous. The synchronous indicates that students/learners watch instructors deliver their lectures in real-time, or asynchronous, where students' playback lecture recordings at their convenience. It is a learning method that promotes two-way communication technologies for feedback, clearer assignment guidelines and effective use of online resources.

There has been a quantum of evidence such as those of Hamzat and Olatokun (2023); Daniela and Visvizi (2022) and Almobarraz and Farag (2012) indicating that remote teaching and learning is distinct from e-learning with an emphasis on the importance of location. The concept also underscores the fact that with e-learning, students can be together in a classroom while going through their digital lessons and assessments. Moreover, remote teaching and learning can be done online and from the student's comfort zone (home, school and other locations). The method is also different from virtual learning programmes that must have typically undergone an official process of establishing a school, adopting an online curriculum and creating a dedicated structure for student enrollment. In remote teaching and learning, students and teachers are provided with the opportunity to remain connected and engaged with the contents from their homes or any preferred location. Some of the tools used to facilitate remote teaching and learning include: Google Classroom, Google Meet, Zoom, Microsoft Teams, Ted Talks, Edmodo, Visme among others. These tools have been reported to help in broader networking opportunities, facilitate flexible learning, promote international teams and location independent, enhance access to cutting edge digital contents and reduce cost. It is essential to note that for every remote teaching and learning platform to perform effectively, a well-defined structure needs to be in place (Ganz, 2008). However, the context observation of the researcher indicated an abysmal usage of remote teaching and learning by Library and Information Science (LIS) postgraduate students at the post COVID-19 era owing to factors associated with internet facility, convenience and users' disposition. Meanwhile, it has been argued Mazana et al. (2019); Ambadkar (2020) that an individual attitude towards a learning system will determine its usage or otherwise.

In lending credence to this assertion, Mazana et al. (2019) described attitude as an individual's disposition and feeling about an object, a person or an issue which eventually manifests in accepting or otherwise of that object. According to Vargas-Sanchez et al. (2016), attitude is how a person views and evaluates something to respond positively or negatively towards a

particular idea, object, person, or situation. Fishman et al. (2021) stressed that attitude is an evidence-based practice of positivity or negativity shaping human behaviour. Olufemi (2012) defined attitude as an implicit or explicit, conscious or unconscious, rational or irrational, extraversion or introversion that may affect an individual in performing an action (Cherry, 2022). Ambadkar (2020) identified attitude as one of the factors that can influence the use of learning mechanism such as remote teaching and learning. An individual's attitude to an issue comes from his/her beliefs, intention and action. This implies that LIS postgraduate student's attitudes may affect the use of remote teaching and learning systems. Those with positive attitudes are likely to use the system while those with negative attitudes may not use them.

In this study attitude was measured in the three dimensions of cognitive, affective and behavioural. Cognitive component refers to the part of attitude related to the general knowledge on the use of information system. The affective part of attitude relates to the emotions towards the use of learning system while the behavioural component is expressed intentions or actions of learners towards the use of learning system (Ankiewicz, 2016; Offorbike et al.. 2018). This study therefore, examined the attitude of Library and Information Science postgraduate students towards the use of remote teaching and learning in Nigerian private universities in the post-COVID-19 era.

Specifically, the study sought to:

1. ascertain the types of remote teaching and learning available in Nigerian private universities; and

2. examine the attitude of library and information science postgraduate students towards the use of remote teaching and learning systems in Nigerian private universities.

LITERATURE REVIEW

Attitude towards remote teaching and learning

An attitude is a psychological construct used to explain an individual expression of favour or disfavour toward a person, place, thing or event. It is concerned with an individual disposition (positive or negative) towards a particular phenomenon or object. Aderibigbe (2016) citing Schneider (2000) described attitude as evaluative reactions to persons, objects and events. This includes an individual belief as well as positive and negative feeling about the attitude object. They also added that attitude can guide an individual's experience and decide the effects of experience on behaviour. Moreover, Hogg and Vanghan (2005) defined attitude as a relatively enduring organisation of beliefs, feeling and behavioural tendencies towards socially significant objects, groups, events or symbols or a general feeling or evaluation (positive/negative) about some persons, objects or issues.

Linda, Sanja and Petko (2022) reported students' attitudes towards online teaching and communication during the coronavirus pandemic. The study used diagnostic method and statistical methods with 118 as respondents. The Cronbach's Alpha coefficient is 0.862, showing that the scale is reliable for data collection and interpretation and factor analysis for scale used was established. Also, the results show that KMO indicator was 0.853 with Bartlett

test of sphericity was 0.000 and p < 0,05. The result of the study further revealed that students have positive attitudes towards online teaching and communication with teachers during the pandemic and that the transition from face-to-face teaching to online teaching had no negative effects hence, this is in agreement with the present study.

Law (2021) study on transformative learning: a research study on emergency remote learning in tertiary education. The survey method was conducted on 97 students from a university in Kuching to understand student's attitudes and satisfaction in four major aspects; the learning materials, assessments, communications, and technological tools used and technical support in their emergency remote learning experience, Findings of this study revealed that most of the students have a positive attitude and satisfaction in the online learning delivery. The study further revealed that relevant implications of instructional pedagogy approach and appropriate integration of technological tools can be very helpful to ensure the continuous success in delivering learning content after COVID-19 pandemic time.

Almobarraz and Farag (2012) examined graduate students' attitude towards e-learning at Imam University, King of Saudi Arabia and reported that the graduate students found e-learning system as easy to and useful. Hence, they had a positive attitude toward implementing it in higher education. In Lucknow, Ahamad and Aqil (2015) assessed graduate students' attitudes toward distance education, they noted that formal education is not sufficient to cover all people, hence, distance education. Their findings also revealed that the graduate students have favourable attitude towards distance education without religion bias. Migocka-Patrzałek et al. (2021) studied the attitude of the academic community towards distance learning. The study was based on quantitative analysis of separated questionnaires distributed among teachers and students, the results reveal that previous experience in distance learning strongly correlates with willingness to use it in the future, Thus, the research suggests that the implementation of distance learning may involve the need to put more emphasis on systematic and long-term actions The results of the study also contributed to improving ways of implementing distance learning on a large scale in institutions dealing with higher education.

Blended learning vs. E-learning: determining the best mode of education from the perspective of the learners (Faizan; Barsha; Eqbal and Munshi, 2023) was conducted at Aligarh Muslim University with an online questionnaire. A total of 291 participants from undergraduates, postgraduates, and research scholar participated in the study. From the results, it was observed that blended mode of learning was well accepted by the students, but when it comes to practical classes, this mode surely does not suffice. It was also observed from the study that attitude of the students towards the blended mode of learning revealed that most of the students are comfortable. Furthermore, the results also shows that the blended mode comes with the complexities of e-learning and technical issues like poor internet connectivity, technical problems, limited internet packs, unstructured reading materials, etc., causing many difficulties in the overall learning process.

A study explored by Taiwo and Odutayo (2023) on undergraduate students' perception of online learning in universities in Kwara State, Nigeria. A descriptive survey was conducted using an online questionnaire. A total of 785 participants responded to the online questionnaire which served as the sample for this study. Four research questions, was formulated. The analysis of the study revealed that online platforms used for online interactive classes were WhatsApp, Zoom, Google Meet, Google Classroom, Telegram, and Moodle. The results also

revealed that undergraduates' students had a positive perception of online learning for instruction and positive perception of their online learning self-efficacy. It was concluded that blended learning option for post-COVID-19 epidemic was the best option to go,

METHODOLOGY

A quantitative method and survey design were adopted for the study. Its population comprised all the LIS postgraduate students (MLIS, MPhil/PhD and PhD) in the three private universities offering postgraduate programme in South-West, Nigeria as at 2023/2024 academic session (See Table 1). Total enumeration technique was adopted to cover all the 150 LIS postgraduate students in the three private universities in South-West Nigeria. An adapted questionnaire with three sub-sections namely demographic, remote teaching and learning (α=0.86) and attitude (α = 0.84) validated with Cronbach's alpha method was used as the data collection instrument. The administration of the instrument and collection of data lasted for a period of six weeks in the months of March-April, 2024. Of all the copies of the questionnaire administered, 149 copies representing a 99.3% response rate, were found usable for analysis. The data were analysed with the use of frequency counts, percentages, mean, standard deviation and linear regression aided by Statistical Product and Service Solution (SPSS version 21.0). The results are as presented in the Tables 1-4.

Table 1: Distribution of LIS Postgraduate Students in private universities in South-West Nigeria

S/N	University	Population
1	Adeleke University, Ede, Osun State	49
2	Babcock University, Ilishan-Remo, Ogun State	88
3	Lead City University, Ibadan, Oyo State	67
	Total	**150**

Source: *Field Survey, (2024)*

The administration of the research instrument revealed that the highest number of respondents was recorded from Babcock University with population of 88 constituting (58.7%) while the least was recorded from Adeleke University 49 constituting 32.7%.

Table 2: Demographic Distribution of the Respondents

Demographic Characteristics	Frequency	Percentage (%)
Nam e of University		
Adeleke University, Ede	38	25.5
BABCOCK	60	40.3
Lead City University	51	34.2
Programme type		
Masters	68	45.6
M.Phil.	18	12.0
Doctoral	63	42.3
Gender		
Male	97	65.1

Female	52	34.8
Age (Years)		
20 – 30	21	14.1
31 – 40	74	49.6
41 – 50	35	23.4
51 – 60	19	12.7

Source: *Field Survey, (2024)*

The analysis of the demographic as shown in Table 2 indicated that there were more respondents 60 (40.3%) from Babcock University than others, that the majority 68 (45.6%) were reading for master degree. The results of the analysis further revealed that 97 constituting 65.1% are male where the age range showed that most of the respondents are in age bracket of 31-40 constituting 49.6%. This implies that most of the LIS postgraduate students in Nigerian private universities were mature adults.

Research question 1: What types of remote teaching and learning available in Nigerian private universities?

Table 3: Types of remote teaching and learning available in Nigerian private universities

Items	Yes		No	
	Available Freq.	%	Not Freq.	%
Zoom	111	74.5	38	25.5
Google Classroom	124	83.2	25	16.7
Google Meet	92	61.7	57	38,2
YouTube	66	44.3	83	55.7
Microsoft Team	118	79.2	31	20.8
Ted Talks	18	12.1	131	87.9
Edmodo	42	28.2	107	71.8
Visme	15	10.1	134	89.9
Blackboard	33	22.1	116	77.9

Source: *Field Survey, (2024)*

The results on the table indicated that the Zoom (74.5%), Google Classroom (83.2%) and Microsoft Team (79.25) are the commonly available types of remote teaching and learning tools in the universities. The analysis further showed that tools such as Visme (10.1%), Blackboard (22.1%) are not available in the universities.

Research question 2: What is the attitude of LIS postgraduate students towards remote teaching and learning in Nigerian private universities?

The attitude of LIS postgraduate students towards remote teaching and learning system in Nigerian private universities was investigated through various related items and the results are as presented in Table 4.

Table 4: Attitude of LIS postgraduate students towards remote teaching and learning

ATTITUDE	SA		A		D		SD		$\underline{x}$	Δ
Affective	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**		
I like the idea of participating in remote teaching and learning as it is more interesting than physical classes	56	37.5	12	8.1	71	47.6	10	6.7	2.92	0.82
Remote teaching and learning is more suitable for me	39	26.2	47	31.5	52	34.8	11	7.4	2.55	0.77
Participation in remote teaching and learning is a pleasant experience	68	45.6	3	2.0	70	46.9	8	5.4	2.73	0.92
Participation in remote teaching is a terrible/awkward experience	85	57.0	16	10.7	32	21.5	16	10.7	2.85	0.78
Weighted mean									**2.72**	**0.84**
Cognition	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	$\underline{x}$	Δ
Remote teaching and learning is useful	78	20.2	11	7.4	40	26.8	20	13.4	2.92	0.75
Remote teaching and learning permits me to experiment with various topics both in my programme of study and other programmes	82	55.0	27	18.1	33	22.1	7	4.7	2.87	1.02
Remote teaching and learning afford me with the opportunity to perform better in my study	37	24.8	66	44.3	18	12.0	28	18.8	2.89	0.94
Remote teaching and learning expose me to	111	74.4	12	8.0	19	12.8	7	4.6	2.83	1.15

up-to-date knowledge in my specialization									
Remote teaching and learning is good for accumulation of ICT navigation skills and overall academic improvement	28	18.7	46	30.9	67	44.9	8	5.4	2.96	0.83
Weighted mean									**2.92**	**0.94**
Behavioural	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	x	Δ
I did not like the online content delivery without face to face contact	66	44.3	36	24.2	38	25.5	9	6.0	2.26	0.94
I would be comfortable using the learning system several times a week	87	58.4	27	18.1	26	17.4	9	6.0	2.77	0.97
I will continue to participate in remote teaching and learning due to its ease of use	89	59.7	22	14.7	24	16.1	24	16.1	2.57	1.09
Poor internet facility is posing negative impact on my interest in the remote teaching and learning	103	69.1	16	10.7	19	12.8	11	7.4	2.33	1.09
I do not have time for online learning activities	54	36.2	21	14.1	70	46.9	4	2.7	2.39	1.01
Weighted mean									**2.46**	**1.02**
Overall weighted mean									**2.78**	**0.96**

Source: *Field Survey (2024)*

Key: Strongly Agree (SA-4) Agree (A-3) Disagree (D-2) Strongly Disagree (SD-1).

Decision Rule: 1-1.49 = VL (Very Low), 1.5-2.49 = L (Low), 2.5-3.49 = H (High), while 3.5-4 = VH (Very High) the criteria mean =2.50 that is that is 4+3+2+1=10 ÷ 4 = 2.5.

From the result in Table 4, attitude of LIS postgraduate students towards the use of remote teaching and learning was measured with three indicators namely affective, cognition and behavioural where weighted mean in each case was used to determine their effectiveness. On affective, the weighted mean was 2.72 which was slightly above the criterion mean. This implies that affective attitude of postgraduate students towards the use of remote teaching and learning was slightly positive. This was apparent as majority of the respondents affirmed the likeness of the idea of using a remote teaching and learning (x = 2.92) with the belief that the remote teaching and learning is a pleasant experience (x = 2.85).

Similarly, the result of cognition showed a weighted mean of 2.92, indicating a moderately positive attitude (cognition) of LIS postgraduate students to use of remote teaching and learning.. Specifically, majority of the respondents acknowledged the fact that use of remote

teaching and learning is good because it exposes users to learning across the globe (x = 3.02) and that use of remote teaching and learning is good for flipback learning at learners convenience (x = 2.96).

On behavioural attitude, the result showed that the weighted mean was 2.46. This, according to decision rule, was below the criterion mean of 2.50; it follows that the behavioural attitude of most of the LIS postgraduate students in Nigerian universities was negative. For instance, a greater number of the respondents indicated through their responses that they did not like the online content delivery without face to face contact (x = 2.26) and that I never planned on taking online course (x = 2.33). However, some of the respondents claimed that they would be comfortable using a computer system for a repeated learning (x = 2.77).

Finally, it was established through the overall weighted mean score of 2.78, that the attitude of LIS postgraduate students in Nigerian universities to the use of remote teaching and learning was moderately positive especially with affective and cognition but with negative behavioral attitude towards the use of remote teaching and learning.

DISCUSSION OF THE FINDINGS

It was found that the attitude of Library and Information Science postgraduate students in Nigerian private universities towards the use of remote teaching and learning was moderately positive. The positive attitude was mainly observed in affective and cognitive aspects, which means that the students showed an emotional and mental openness towards the use of remote teaching and learning, However, the negative behavioural attitude of the students towards the use of remote teaching and learning indicates that they may not be willing to engage with the use of remote teaching and learning in practical terms, such as enrolling in courses or completing them. The reasons behind this negative attitude could be varied, such as lack of experience with the use of remote teaching and learning, inadequate technical skills, or skepticism about the quality and credibility of the remote teaching and learning. This submission is in conformity with the position of Almobarraz and Farag (2012 Ahamad and Aqil (2015) that with adequate information and pre-requisite training, graduate students will use the e-learning. Therefore, to encourage the adoption of the use of remote teaching and learning among LIS postgraduate students in Nigerian private universities, it may be necessary to address these factors and provide more information, training, and support to enhance their confidence and competence in using remote teaching and learning. Additionally, highlighting the potential benefits of the remote teaching and learning, such as flexibility, accessibility, and cost-effectiveness, may help to change their negative behavioral attitudes towards the use of remote teaching and learning.

Hypothesis: Attitude has no significant influence on the use of remote teaching and learning by LIS postgraduate students in Nigerian private universities.

Hypothesis was tested with simple linear regression analysis. The result of the regression analysis is reported in Tables 5.

Table 5: influence of attitude of LIS postgraduate students on remote teaching and learning

Variables	Beta (β)	T	Sig.	R^2	*Adj.* R^2	F	p
(Constant)		12.374	.000	.224	.222	111.118	$.000^b$
Attitude	.473	10.541	.000				
Dependent Variable: remote teaching and learning usage							
Predictor: Attitude							
DF (F-Statistic) = 1, 385							
DF (T-Statistic) = 386							

Source: *Field Survey, (2024)*

The result of hypothesis is presented in Table 5 indicated that the independent variable (Attitude) was regressed against the dependent variable (remote teaching and learning use) using simple linear regression analysis, after keeping to the stringent linear regression assumptions on survey data. had (β=0.473, $p < 0.05$) with positive and significant influence on remote teaching and learning use by LIS postgraduate students in Nigerian private universities (F (1, 385) = 111.118). The null hypothesis (H_{03}) is therefore rejected. This result suggests that for LIS postgraduate students to fully use remote teaching and learning, there should be higher level of positive attitude.

CONCLUSION

The study demonstrated that attitude influenced the use of remote teaching and learning by LIS postgraduate students in Nigerian private universities at post covid-19 era. By exploring the influence of attitudes on remote teaching and learning use, the study provided valuable insights into strategies that can be used to encourage greater participation in online learning opportunities among postgraduate students in Nigeria. The study established the interplay of attitude as significant predictors of LIS postgraduate students' participation in the use of remote teaching and learning in Nigerian private universities during the post-Covid era. Therefore, it is imperative to consider a range of factors when designing interventions to promote participation in online learning opportunities especially for postgraduate students in library and information science in Nigerian universities. The need for the provision of training, and support to enhance learners' confidence and competence in using remote teaching and learning was recommended. Additionally, the need for highlighting the potential benefits (flexibility, accessibility and cost-effectiveness) of remote teaching and learning as a means of changing their negative behavioural attitude towards the e-learning system at the post Covid-19 era was equally suggested.

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