An Assessment of Readiness To Online Teaching And Learning By Teachers In Institutions Of Higher Learning. A Case Study of a State University In Zimbabwe

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Abstract
This research was conducted to assess teachers' readiness to adopt the new model of online teaching and learning at a state university in Zimbabwe during and post covid-19 pandemic. This was prompted by the fact that most institutions of learning were forced to adopt online learning as a replacement to the traditional face-to-face classroom model in response to persistent lockdowns without assessing their readiness from various ways such as teachers' and students' readiness. The quantitative research approach was adopted and data was collected through structured and guided questionnaires. Descriptive and inferential statistics from SPSS were used for data analysis. The major findings are that teachers are prepared to shift from face-to-face mode of learning to online learning and they do possess skills required for conducting online lectures. Teachers are developing a positive attitude towards the new norm, but more training is needed particularly on advanced computer skills.
Keywords –Online teaching, Learning,

I.   INTRODUCTION

Online learning is education that takes place over the internet. Often referred to as e-learning. It is one type of distance learning which is the umbrella term for any form of learning that takes place across distance and not in a traditional face to face classroom.(Ranganathan et al., 2021). Online learning and teaching, according to Regmi and Jones (2020) is an educational technique that supports learning via the application of information technology and communication, providing learners with access to all needed education programs. (Hawzhin& Ameen, n.d.). Aminuddin Hashemi, 2021 indicated that Online teaching and lernng refers to a technique of instruction and knowledge acquisition carried out in the educational environment using computers and technology over the internet. (Hashemi, 2021a).

Distance learning has a long history and has taken several forms to date; and these include: Correspondence courses that are conducted through regular mail with little interaction; Tele-courses where content is delivered via radio or television broadcast; CD-ROM courses where the student interacts with static computer content; Online learning which encompass internet-based courses offered synchronously and / or asynchronously; and Mobile learning which includes learning by means of devices such as cellular phones, PDAs and digital audio players (iPods, MPs players. Today, the most popular one is Online learning.(Hashemi, 2021a).

On 30 January 2020, the Director General of the World Health Organisation (WHO) declared the outbreak of the coronavirus disease 2019 (Covid-19) a Public Health Emergency of International Concern (PHEIC). The outbreak was first identified in December 2019 in Wuhan, China. (Pokhrel&Chhetri, 2021). Zimbabwe announced its first confirmed case on 20 March 2020. Responding to the world-wide increase in Covid-19 cases including neighbouring countries such as South Africa and Botswana, the Zimbabwean government on the 17th of March 2020 announced that schools and universities should be closed on 24 March 2020 and the country shall go on lockdown from 30 March 2020.

Covid-19 has disrupted both formal and informal education across around the world.(Widodo et al., 2020a) By April 2020 91.4% of the world's enrolled learners was disrupted and 21.5% of Africa's primary and secondary school children have been out of school because of the covid-19 induced lockdowns. (Save the children, 2020). By July 2020 98.6% of learners worldwide (1.725 billion learners) were affected by the pandemic from pre-primary to higher education in 200 countries (*Skills Development in the Time of COVID-19:*

Taking Stock of the Initial Responses in Technical and Vocational Education and Training United Nations Educational, Scientific and Cultural Organization, n.d.) (UN, 2020). By mid-November 2020, there was a death toll close to 1.5 million and over 58 million cases of covid-19 world-wide. Therefore, making learning from home has become a need of the hour. A lot of scrambling, improvisation and continuous adaptation have occurred as administrators, academics and students struggle to implement online learning.(Salmi, 2020).

The educational landscape across the globe has witnessed significant changes as a result of covid-19 pandemic since 2020.(Engin, 2017) For continuity learning of students, most higher education institutions were forced to adopt online learning as their teaching models.(Coman et al., 2020) Online education has become common more than ever and are expected to continue beyond the pandemic. There is need for HEIs to revisit their current quality assurance (QA) systems and practices so that they are fit for purpose to address this new type or mode of learning. (Hadj-HamouNarimane, 2021)

There is also need for online and blended learning to be integrated as part of the overall strategy for these HEIs. More attention should be given to curriculum design, course (program) design, teaching practices and methods, production of instructional materials, preparation of academic members of staff to teaching online and student support systems among other areas.(Cirlan&Loukkola, 2021).

In Zimbabwe, the covid-19 pandemic was causing more harm to the education system that was already bleeding from multiple crisis such as the impact of cyclone Idai in 2019, the economic crisis, climate-induced drought and food shortages (Zimbabwe, n.d.) (2020). Pedagogy available and used for face-to-face learning was not feasible for on-line learning (Mukute et al., 2020).

ZIMCHE (2006) establish a set of shared principles for quality assurance. According to ZIMCHE, HEI have the primary responsibility for quality and quality assurance. Each institution is expected to have an internal quality control unit or department to ensure quality attainment and the development of a sustainable quality culture and practices. (Garwe, n.d.) (2020). Irrespective of the teaching model in use, quality should not be compromised.

In their study, Sumitra Pokhrel and Roshan Chhetri, 2020 have indicated that while adapting to the new changes (changing from face to face to online, distance and continuous education), staff and student readiness needs to be gauged and supported accordingly. (Pokhrel& Chhetri, 2021). MutizwaMukute, Buhle Francis, Jane Burt and Ben de Souza, 2020, have advocated for Maslow before Bloom approach to learning during covid-19, implying that learning institutions should ensure that students are safe and have their basic needs met before online learning commences. (Mukute et al., 2020)

According to Adedoyin and Soykan, 2020, effective online learning/ education happens only when there was online teaching and learning tools, devices and application. It is entirely reliant on technology gadgets and the internet. Therefore, teachers and students with poor internet connections may be refused to use online teaching during the covid-19 pandemic.(Ünal et al., 2014)

Moreso, according to Almaiah, 2020, the success of every information system is determined on how people use it. Therefore, internet and websites as part of modern technology, are one of the most efficient and effective means of online teaching and learning.(Sue & Davis, 2006) Teachers' ability to effectively and efficiently use them needs to be accessed in assessing their readiness to adopting online teaching and learning. Internet-based communication, when compared to traditional communication methods can provide information in a synchronous or asynchronous matter (Chokri, 1857, as quoted by AminuddinHasheni, 2021).(Hashemi, 2021b)

Various studies have shown that online learning has varying effectiveness at all levels and types of education. It is against this background that this research seeks to assess the readiness of teachers to adopt online learning as a new teaching model during covid-19 induced lockdowns and post covid-19 pandemic.

PROBLEM STATEMENT

It is against the backdrop of adopting online learning arrangements due to covid-19 lockdowns as the choice of last resort to rescue the education system that this research seeks to assess teachers' readiness to adopt online learning during the covid-19 lockdown. The pre-requisites or factors from the teachers' side to implement online learning shall be assessed to determine their sufficiency and hence the readiness by teachers to use online learning as a new teaching model during and post-covid-19 pandemic. Challenges encountered by teachers with the online learning shall be explored; and their state of preparedness to adopt the induced new norm of learning and consequential learning outcomes shall also be evaluated. Most researches have indicated that the implementation of online learning was not supported by in-depth study of teachers' readiness. This study, thus seeks to assess teachers' readiness in regard to skills for online teaching and course design, digital communication, computer skills and capability of using learning management systems.

RESEARCH OBJECTIVES
- To assess teachers' readiness in regard to "online teaching and course design skills"

- To assess teachers' readiness in regard to digital communication.
- To assess teachers'' readiness in regard to basic and advanced computer skills.
- To assess teachers' readiness in regard to using learning management systems.

II.   LITERATURE REVIEW

Several scholars have highlighted that many HEIs were caught unaware for plan B by covid-19 induced crisis. Most institutions had no provision for on-line delivery of teaching in their policies, and more so, took long to react to the crisis for undisrupted learning. It is against this background that the researcher intends to assess the readiness of teachers to adopt the new mode of delivery in teaching and learning and add suggestions on how institutions of higher learning can enhance capacity building on teachers. This research is a wake-up call for HEIs to revisit, review and reconsider their quality and QA policies so that they remain relevant and usefulness in all terrains as presented by the covid-19 crisis. Practical challenges confronted by front soldiers in the form of students and teaching staff shall be unearthed to inform those responsible for policy formulation to be vigilant and work towards continuous improvement.

The concept of online learning and teaching model

Online teaching and learning have several definitions and interpretations. According to AminuddinHasheni, 2021, its primary feature is the use of technology and connectivity to enable online access to learning material for the purpose of improving learning.(Hashemi, 2021a) According to Regmi and Jones, 2020, Online teaching and learning is an educational technique that supports learning via the application of information technology and communication, providing learners with access to all needed education programs. It can be called Web-based learning, online learning or education, computer-assisted or aided teaching, computer-based teaching, internet-based learning, multi-media learning and e-learning. All these terms can be used interchangeably.(Scherer et al., 2021)

Matthew and Iloanya, 2016 defined Online teaching and learning as referring to a technique of instruction and knowledge acquisition carried out in the educational environment using computers and technology over the internet. (Doe et al., n.d.)

According to Adedoyin and Soykan, 2020, effective online learning/ education happens only when there was online teaching and learning tools, devices and application. It is entirely reliant on technology gadgets and the internet.(Ünal et al., 2014) Therefore, teachers and students with poor internet connections may be refused to use online teaching during the covid-19 pandemic. Because of serious lockdowns imposed by covid-19 pandemic across almost all countries, Higher education institutions were forced to migrate from traditional face-to-face teaching with a physical presence to online teaching mode.(Wladis et al., n.d.)

According to Demuyakor, 2020, soft factors that can facilitate online teaching are schedule flexibility and pedagogical problems. Surry, etal, 2009 suggests that the most essential facilitators for the adoption of online teaching and learning include enough financial resources, effective training, prudent resource allocation and establishment of a technical infrastructure. Enough financial resources are required to meet high cost of the internet, the connectivity of the WiFi, and acquisition of internet gadgets among other commitments.(*The Student Experience of Online Learning in Australian Higher Education during the COVID-19 Pandemic*, 2020)

According to Almaiah, etal, 2020, the success of every information system is determined on how people use it. Therefore, internet and websites as part of modern technology, are one of the most efficient and effective means of online teaching and learning. Teachers' ability to effectively and efficiently use them needs to be accessed in assessing their readiness to adopting online teaching and learning. Internet-based communication, when compared to traditional communication methods can provide information in a synchronous or asynchronous matter (Chokri, 1857, as quoted by AminuddinHasheni, 2021). (Hashemi, 2021a)

Software application and operating systems should remain available for successful online teaching and learning. According to Almazova, etal, 2020, one of the most important technological factors for successful online teaching and learning is technical skills and institutional support which are defined as knowledge, understanding and abilities used to complete tasks related to the maintenance and upgrade of computer, network and communications infrastructure as well as providing support to users when they encounter technical problems. (Mgaiwa, 2018)

How online learning works

In the past teachers had to create their "virtual classrooms" from scratch and this was difficult and often led to poor results.(Hosny et al., 2021) Today, course management systems (CMS) software is utilised by almost all colleges. CMS allow teachers to design and deliver their courses within a flexible framework that includes a number of different tools to enable learning and communication to occur. Popular for-profit making CMS include blackboard, WebCT and TheCollege. There are also low-cost alternative and open-source CMS that include ETUDES-NG, Moodle, Angel and Google classroom. (Simon, 2012)

Challenges associated with adopting online teaching and learning

According to Perrotta and Bohan, 2020, the most challenges associated with adopting online teaching and learning are access to mentoring, professional pedagogical training, isolation from the students and the campus life and controlling the curriculum and academic honesty. (*Webinar on QUALITY AND QUALITY ASSURANCE IN ONLINE LEARNING*, n.d.)

G, C-P Y (2020) identified availability and accessibility of online teaching and learning as the critical challenges associated with adaptation of the teaching model.(Widodo et al., 2020b)Mouchantaf, 2020, identified several challenges faced when implementing online teaching and learning. These are technical complications, internet connection, lack of time in preparing to handle each student's need, lack of institutional support, lack of pedagogical training in the transaction to online teaching and lack of infrastructure of ICT. (NazokatKasymova, n.d.-a)

Preparedness to online teaching and learning

According to Amminudin 2021, almost every study conducted concerning the challenges and opportunities of online teaching during the covid-19 outbreak has reported a lack of time in preparing teachers for adapting online teaching, the isolation of teacher and student for a long time since they have been left alone and lack of effective pedagogical training to encourage student's participation and engagements in online teaching. (Network for Quality Assurance in Higher Education, 2014)

In their study, Adedoyin and Soykan, 2020 indicated that economic situations such as poverty imposed by covid-19 caused institutions of higher learning to face difficulties in adopting online learning and teaching model as a replacement for traditional physical classrooms. More resources are needed for implementing online learning. (NazokatKasymova, n.d.-b)

Lack of digital literacy skills amongst teachers and students is another major drawback for adaptation of online learning and teaching model (Novikov, 2020). Computer literacy is one of the key factors required for adaptation of online learning and teaching model. Institutions of higher learning were therefore recommended to equip teachers and students with these skills through training and orientation. The study reveals that online learning improves sense of collaboration between teachers and students; and amongst students themselves. The opportunities for online teaching have been considered as the vital and essential factor in implementing technology-based teaching during the covid-19 outbreak. (Awodun et al., 2020)

Dhawan, 2020a has advocated for training of potential specialist concerning the production of high-quality online teaching materials and improving the online platforms of teaching in responding to the covid-19 crisis. Online learning and teaching model comes with various opportunities that include enabling teachers to have free hands in designing new materials and provide flexible teaching platforms for the students; providing fearless communication and engagements between teachers and students; improving the sense of collaboration between teachers and students as well as amongst students and teachers themselves.; and provision of self-pacing, interactivity and flexibility. The study asserts that teacher competence in online teaching has a remarkable impact during the covid-19 outbreak.(Barr & Miller, 2013)

According to Kalloo, et al 2020, the readiness for the quick response of online teaching during the covid-19 pandemic resulted in the familiarity of both teachers and students in advancing the technological tools and application for online teaching.

III. METHODOLOGY

The study has adopted the positivism research philosophy and paradigm. The quantitative research approach was adopted and a descriptive research design was followed, with a case study of a state university in Zimbabwe, faculty of business sciences. The guided questionnaire was used as the data collection tool. Descriptive and inferential statistics analysis were used to identify the frequency, percentage, mean and standard deviation of the data. The target population was the university's faculty of business sciences academic staff. The faculty consists of seven departments/ units; and these are accounting sciences department, Business management department, Econometrics, risk & insurance department, Information systems & marketing sciences department, Tourism department, Centre for entrepreneurship and Graduate school of business leadership. All lecturers within the faculty were targeted and reached through various platforms such as emails and official WhatsApp groups; they were thus, all given an equal chance to confidentially respond to the questionnaire, i.e., to participate (Ratham, et al, 2016). A link to the questionnaire was created using google forms and shared to lecturers through emails and WhatsApp groups. 70% of lecturers have participated in these questionnaires. According to Kaisara G and Bwalya K.Z, 2020, a response rate above 20% from an online survey is considered reasonable. Statistical Package for Social Sciences (SPSS) software version 23 was used for data analysis. Respondents were assured of their privacy and confidentiality through consent form attached to the questionnaire indicating that the provided information can only be used for academic and research

purposes. The study upheld confidentiality throughout the research process; information collected was strictly for academic purposes and participants' identities were not disclosed.

IV. RESULTS AND DISCUSSION

More than 60% of respondents were males and less than 30% were females and the majority of academic staff within the faculty are mainly masters and PhD holders with only a small proportion, less than 20% being professors. Respondents' age group depicts that the age group of members of academic staff within university's faculty of business sciences is normally distributed with the lower age group of 35 years and below and the advanced age group of above 65 being very low. The majority of the staff is within the average age group. The faculty, according to results, is dominated by experienced lecturers with more than 80% of staff having more than 5 years of teaching experience.

Teachers' readiness in regard to "online teaching and course design skills"

Table 1 and Table 2 on teachers' perception with regard to readiness to online teaching and course design skills show that on average all lecturers are agreeing that they are ready in terms of online teaching and course design skills as required prior to implementation of online learning as a learning and teaching model at an institution. However, most respondents were neutral on feeling comfortable conducting interactive learning activities where students can interact with their peers and tutor; expertise in creating teaching materials (eg, lectures, handouts, manuals, assignments… etc.); and their understanding of the copyright law and Fair use of guidelines when using copyrighted materials in education. This position might mean that more training, workshops and staff development programs may be required to boost teachers' confidence in these areas.

Table 1: Descriptive statistics: *Teachers' readiness in regard to "online teaching and course design skills"*							
	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
ONLINE LEARNING	90	1,98	,085	,807	1,746	,254	4,519	,503
ONLINE LEARNING	90	1,92	,118	1,124	1,030	,254	-,179	,503
ONLINE LEARNING	90	2,68	,110	1,047	,264	,254	-,516	,503
ONLINE LEARNING	90	3,04	,159	1,506	-,057	,254	-1,424	,503
ONLINE LEARNING	90	1,26	,068	,646	2,774	,254	7,507	,503
ONLINE LEARNING	90	1,54	,113	1,072	2,175	,254	3,834	,503
ONLINE LEARNING	90	2,61	,134	1,269	,267	,254	-1,035	,503
ONLINE LEARNING	90	3,01	,123	1,166	-,109	,254	-,752	,503
ONLINE LEARNING	90	2,22	,119	1,130	,409	,254	-,693	,503
ONLINE LEARNING	90	1,99	,110	1,044	,507	,254	-,886	,503
ONLINE LEARNING	90	1,58	,088	,834	1,647	,254	2,985	,503
ONLINE LEARNING	90	3,02	,097	0,924	-0,657	,254	,391	,503
Valid N (listwise)	90							

Source: Primary data (2022)

Table 1: Descriptive results: *Teachers' readiness in regard to "online teaching and course design skills"*

			Statistic	Std. Error
ONLINE	Mean		2.2380	.10057
	95% Confidence Interval for Mean	Lower Bound	2.0381	
		Upper Bound	2.4378	

5% Trimmed Mean	2.1806	
Median	2.1250	
Variance	.910	
Std. Deviation	.95404	
Minimum	1.00	
Maximum	4.92	
Range	3.92	
Interquartile Range	1.29	
Skewness	.718	.254
Kurtosis	-.059	.503

Source: Primary data (2022)

Overally, respondents are positive that they are ready with regard to possessing skills for online teaching and course design. A mean of 2.2 within a 95% confidence level and a standard deviation of 0.95 coupled with a maximum range of 4.92 shows that the majority of lecturers agree to the notion that they are ready with regard to online teaching and course design; and a few disagree with the notion.

Teachers' readiness in regard to digital communication.

Results from table 3 and 4 on teachers' readiness with regard to digital communication depicts that the majority of lecturers are ready to communicate with students through technologically advanced digital way which are very key in online learning and teaching. The mean value of 1.97 mean most respondents falls within the strongly agree and agree range on readiness with regard to digital communication.

Table 2: Descriptive statistics: *Teachers' readiness in regard to digital communication*

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
DIGITAL PERCEPTION	90	2,34	,165	1,566	0,699	,254	-1,158	,503
DIGITAL PERCEPTION	90	1,71	,100	0,951	1,014	,254	-,241	,503
DIGITAL PERCEPTION	90	2,29	,154	1,463	0,825	,254	-,778	,503
DIGITAL PERCEPTION	90	1,84	,118	1,121	1,342	,254	,887	,503
DIGITAL PERCEPTION	90	1,18	,051	0,488	3,392	,254	13,823	,503
DIGITAL PERCEPTION	90	2,46	,153	1,455	0,482	,254	-1,146	,503
Valid N (listwise)	90							

Source: Primary Data (2022)

Table 3: Descriptives: Teachers' readiness in regard to digital communication

			Statistic	Std. Error
DIGITALCOMM	Mean		1.9704	.11829
	95% Confidence Interval for Mean	Lower Bound	1.7353	
		Upper Bound	2.2054	
	5% Trimmed Mean		1.8899	
	Median		1.5000	

Variance	1.259	
Std. Deviation	1.12224	
Minimum	1.00	
Maximum	4.67	
Range	3.67	
Interquartile Range	1.71	
Skewness	.916	.254
Kurtosis	-.460	.503

Source: Primary Data (2022)

The study results are in sync with existing literature deciphered upon by Mukwevho (2018) who averred that students' performance has drastically gone down during online learning in part because of poor time management given that the home environment has no restriction on what to do and when to do it.

Teachers' readiness in regard to basic and advanced computer skills
Results shown in tables 5 and 6 indicate that almost all members of the academic staff (lecturers) do possess basic computer skills. On average, everyone strongly agrees to the perception that they are ready with regard to having basic computer skills. Basic computer skills are a must for someone to take part in online learning either as a teacher or student.

Table 4: Descriptives: Teachers' readiness in regard to basic computer skills							
	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
COMPUTER SKILLS	90	1,04	,027	0,256	6,329	,254	42,655	,503
COMPUTER SKILLS	90	1,02	,016	0,148	6,593	,254	42,408	,503
COMPUTER SKILLS	90	1,08	,032	0,308	4,311	,254	19,897	,503
COMPUTER SKILLS	90	1,41	,099	0,935	2,374	,254	4,983	,503
Valid N (listwise)	90							

Source: Primary Data (2022)

Table 5: Descriptives: Readiness with regard to basic computer skills

			Statistic	Std. Error
BASICCOMPSKILL	Mean		1.1389	.03933
	95% Confidence Interval for Mean	Lower Bound	1.0607	
		Upper Bound	1.2170	
	5% Trimmed Mean		1.0710	
	Median		1.0000	
	Variance		.139	
	Std. Deviation		.37310	
	Minimum		1.00	
	Maximum		3.25	
	Range		2.25	
	Interquartile Range		.00	
	Skewness		3.665	.254
	Kurtosis		15.191	.503

Source: Primary Data (2022)

Tables 7 and 8 bares it out that the majority of lecturers at the institution lack advanced computer skills that are required during online learning and teaching. The results show that whilst most teachers are able to record lectures using an IT gadget such as smartphones, the majority do lacks skills for encryption and adding videos in their lectures. Lack of encryption skills exposes teaching and learning material to hackers who might access material without permission and authority. Uploaded videos enhance through visualising concepts to complement written notes and audios.

Table 6: Advanced computer skills perception: statistics									
	N	Mean		Std. Deviation	Skewness		Kurtosis		
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error	
ADVANCED SKILLS	90	3,54	,119	1,133	-0,728	,254	-,054	,503	
ADVANCED SKILLS	90	1,47	,076	0,722	2,134	,254	6,565	,503	
ADVANCED SKILLS	90	3,27	,131	1,243	-0,381	,254	-,887	,503	
Valid N (listwise)	90								

Source: Primary Data (2022)

Table 7: Mean: Advanced computer skills perception

			Statistic	Std. Error
ADVANCEDCOMPSKILL	Mean		2.7593	.10036
	95% Confidence Interval for Mean	Lower Bound	2.5599	
		Upper Bound	2.9587	
	5% Trimmed Mean		2.7572	
	Median		3.0000	
	Variance		.906	
	Std. Deviation		.95207	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.33	
	Skewness		-.083	.254
	Kurtosis		-.578	.503

Source: Primary Data (2022)

Teachers' readiness in regard to using learning management systems (LMS)
Tables 9 and 10 show that many teachers are ready to online learning and teaching with regard to LMS skills. An overall mean of 1.98 means that the majority of teachers falls within the strongly agree and agree range in terms of possessing skills required by LMS during online learning and teaching.

Table 8: Descriptive Statistics: Learning management system skills								
	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
LMANAGEMENT SYSTEM	90	1,73	,097	0,922	1,529	,254	2,167	,503
LMANAGEMENT SYSTEM	90	2,73	,117	1,110	-0,358	,254	-1,017	,503

LMANAGEMENT SYSTEM	90	1,88	,097	0,922	1,304	,254	1,980	,503
LMANAGEMENT SYSTEM	90	1,56	,074	0,705	1,866	,254	6,203	,503
Valid N (listwise)	90							

Source: Primary Data (2022)

Table 9: Descriptives: Learning management system skills

			Statistic	Std. Error
LMSPERCEPTION	Mean		1.9750	.08887
	95% Confidence Interval for Mean	Lower Bound	1.7984	
		Upper Bound	2.1516	
	5% Trimmed Mean		1.9105	
	Median		2.0000	
	Variance		.711	
	Std. Deviation		.84306	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.25	
	Skewness		.874	.254
	Kurtosis		.989	.503

Source: Primary Data (2022)

Tables 9 and 10 above showed that many teachers are ready for online learning and teaching with regard to learning management systems skills. An overall mean of 1.98 means that the majority of teachers falls within the strongly agree and agree range in terms of possessing skills required by LMS during online learning and teaching.

V. RECOMMENDATIONS

Institutions of higher learning education should consider replacing the traditional face-to-face classroom model with a blended learning modelapproach. This model is cost-effective, promotes flexibility, and enhances the accessibility of learning material to learners thus producing quality graduates that are required in industries of today that is technologically advanced.

The study recommends that Institutions of higher learning education should invest in training the lectures on advanced computer skills which will then lead to efficient use of computer gadgets in teaching and learning.

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