



Teaching Practice Students' Online usage of E-Learning, Impact and Problems

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Abstract

The study is a correlational survey research designed to investigate teaching practice students' online usage of E-Learning, impact and problems. The area of the study is Ignatius Ajuru University of Education, Rivers State, Nigeria. All teaching practice students at Ignatius Ajuru University of Education's Faculty of Education make up the study's population. A sample of 291 students were used for the study. Stratified sampling techniques was used for the study and the instrument used to collect data was a structured questionnaire titled Teaching practice students' online usage of E-learning impact and problems (TPSOUEIP) with 30 items. A reliability co-efficient of 0.64 was obtained from the structured questionnaire administered to students. The statistical instrument utilized for the investigation was mean. The study discovered that students can cooperate with their peers online and pick up new teaching techniques that are useful for their profession; seeking out feedback and applying the feedback, keep in regular contact with your students and offer active learning opportunities are the ways E-learning is used in teaching an online classroom. Based on the conclusion, the researchers recommend that Teachers should build engagement and motivation with course content and activities and also schools should initiate interaction and create faculty presence.

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1. Introduction

A change in technology is just one aspect of e-learning. It is a part of redefining how we as a species transmit information, skills, and values to upcoming employees and students. Before entering the real world, online learning has helped students develop their independence as learners (Holmes, 2020). During class, students had the chance to explore new learning tools and environments, which facilitated the development of new competencies and sped up their development. Numerous electronic platforms, Internet, intranet, extranet, satellite broadcast, audio/videotape, and interactive television are a few examples and CD-ROM, can be used to deliver e-learning (Gupta, 2017).

E-learning is a methodical teaching-based learning approach that uses digital resources. E-learning mostly involves the use of computers and the internet, although education can occur in or out of the classroom. A network-enabled transfer of knowledge and skills is what e-learning is also referred to as, and it involves delivering education to many recipients simultaneously or at various times (The Economic Times, 2022).

However, it is now accepted by the majority due to the quick advancements in technology and learning systems. This revolution was sparked by the invention of computers, and as time goes on and we become dependent on smartphones, tablets, etc., these gadgets now play a significant role in classroom instruction. Electronic instructional resources like in the classroom, optical discs or pen drives are gradually taking the place of books. Additionally, the internet, which is accessible around-the-clock, can be used to spread information (True Education Partnership, 2022). Samal (2021) defines e-learning as the process of accessing educational material outside of a regular classroom using electronic devices as a means of learning. Training, knowledge delivery at the right time, and expert-based advice are all included in e-learning. Text, audio, graphics, animation, and streaming video are all forms of media that are used in e-learning, which also includes

technical applications, procedures, satellite Television, Compact disc read-only memory, computer-based learning, local intranet/extranet, and web-based learning, among others (Alexander, 2021). Technology is used in e-learning to improve and broaden the learning experience. Utilizing these technologies, personalised, complete dynamic learning materials are produced and delivered, enabling learning at any time and anywhere (Chitra & Raj, 2018).

Both students and teachers must adapt their curricula and assist their students in adjusting to the new learning environment as a result of the change to online learning. Many educators and parents are concerned about the potential long-term effects of the shift to online learning on students after they leave the classroom (Lynch, 2020). One of the most major negative effects of switching to online learning is how it affects students' sleep and health (Emmy, 2021). One of the easiest ways that online education aids children in recovery is through improving learning results. Through online learning, students have flexibility about the time and place of their lessons. There is less probability for students to miss classes when they enroll in online courses that may be done from home or in a location of their choice.

On the other hand, online courses provide access to students who may never have the opportunity or desire to attend lectures in person. Artificial intelligence advancements offer hope for the future because online courses, which cater to students' requirements and meet them where they are studying, better integrate students into higher education than any personal course has ever been able to do. Online courses make the claims that they are always available, redefine the possibilities for learning, or at the very least, outperform the traditional classroom. With online learning, students can take classes from teachers at any time of day and in any time zone (Sander, 2020). Online learning is growing at the same rate it was before COVID-19, with 30% of graduate students and a third of postsecondary students taking at least one online course each. Another benefit of online education is that it allows students to take classes anywhere they want. Additionally, it enables schools to reach many students without being constrained by geographic boundaries (Market Business News, 2021). Asynchronous online learning enhances student accountability, allows non-traditional students more curricular flexibility, and gives students more influence over their educational experience. By distancing themselves from one another, students can prevent coronavirus infection. Online learning also provides many other benefits for students' and their families' health (Khan & Setiawan, 2019). Online education makes education more accessible to kids. Students must be highly time-efficient, organized, and driven to excel in an online program. Online learning techniques can be a great alternative educational medium for students who are responsible and mature. They are ineffective in learning environments when the learner is the main concern. In contrast to distance learning, which makes it difficult or impossible to study in person, asynchronous, online learning allows students to actively participate in situations that stimulate learning (Andrea, 2021).

Numerous challenges face today's educational system. But one of the biggest challenges is typically the outdated educational model. Educational system must adapt to the demands of today's students. Inadequate finance, a shortage of teachers with the necessary information communication technology skills, a lack of time to prepare ICT lessons, and erratic energy supply, particularly to educational institutions, are all major obstacles to e-learning in Nigeria's formal education system.

1.1. Goals and Purpose of the Study

The study's objective is to examine teaching practice students' online usage of E-Learning, impact and problems. Specifically, the study intends to:

1. Examine E-learning impact on university students.
2. Investigate teaching practice students' usage of E-learning.
3. Problems of E-learning among teaching practice students.

1.2. Research Questions

1. How does E-learning impact teaching in the classroom?
2. What are the ways E-learning is used in teaching students online?
3. What are the problems encountered while teaching an online classroom?

2. Methodology

The study is a correlational survey research designed to investigate teaching practice students' online usage of E-Learning, impact and problems. The area of the study is Ignatius Ajuru University of Education, Rivers State. All teaching practice students at the Faculty of Education, Ignatius Ajuru University of Education made up the study's population. A sample of 291 students were involved in the study. Stratified sampling technique was applied in the selection process. The Instrument used for the study to collect data from respondents is a structured questionnaire titled Teaching practice students' online usage of E-Learning, impact and problems (TPSOUEIP) with 40 item questions. Reliability co-efficient of 0.64 was obtained from the study. The statistical instrument utilized for the investigation was mean.

3. Results and Findings

Research Question 1: How does E-learning impact teaching in the classroom?

Table 1. Impact of E-learning in classroom.

S/N	Items	Mean	Standard Deviation
	Impact of E-learning		
1.	Before they enter the real world, students can become autonomous learners thanks to online learning.	3.57	0.50
2.	During class, students have the chance to experiment with various learning tools and methods, which encourages the development of new competencies and speeds up their growth.	3.55	0.49
3.	Students from lower socioeconomic communities who lack access to learning resources including teachers, textbooks, and infrastructure will have chances thanks to online learning programs.	3.55	0.49
4.	Students from lower socioeconomic communities who lack access to learning resources including teachers, textbooks, and infrastructure will have chances thanks to online learning programs.	3.54	0.49
5.	Online learning requires more drive and self-control than traditional classroom learning.	3.56	0.50
6.	Students can follow highly personalised learning programs with the use of online learning.	3.58	0.50
7.	Additionally, different learning styles among students can be accommodated by the architecture of online learning.	3.59	0.50
8.	Teachers and students can improve their leadership, policy, and curriculum implementation skills through online training programs.	3.59	0.51
9.	Students can collaborate with their peers and pick up new teaching techniques that are useful for their job through online learning.	3.60	0.51
10	With the use of technology and multidisciplinary approaches, online programs can assist students in developing new skills and competencies.	3.54	0.49
	Average Mean	3.56	0.49

Table 1 shows that students accepted all the item as the impact of E-learning. This is because all the item mean was above the criterion mean of 2.50. An overall mean of 3.56 suggests that Students can collaborate with their peers and pick up new teaching techniques that are useful for their job through online learning.

Research Question 2: What is the ways E-learning is used in teaching students online?

Table 2. Ways E-learning is used in teaching online.

S/N	Items	Mean	Standard Deviation
	Ways E-learning is used in teaching online		
1.	Interact with students as they work	3.49	0.50
2.	Create exciting and interesting resources and lesson plans	3.56	0.50
3.	Make all lessons and resources easily accessible	3.47	0.50
4.	Encourage the use of forums and discussion groups	3.57	0.47
5.	Keep in regular contact	3.61	0.49
6.	Use diverse delivery medium	3.41	0.48
7.	Use multiple formats	3.45	0.46
8.	Offer active learning opportunities	3.59	0.49
9.	Take help of gamification	2.71	0.48
10	Seek out feedback and apply it	3.65	0.52
	Average Mean	3.45	0.48

Table 2 shows that students accepted all the item as the ways E-learning is used in teaching and online classroom. This is because all the item mean was above the criterion mean of 2.50. An overall mean of 3.45 suggests that seeking out feedback and applying the feedback, keep in regular contact with your students and offer active learning opportunities are the ways E-learning is used in teaching an online classroom.

Research Question 3: What are the problems encountered while teaching an online classroom?

Table 3 shows that students accepted all the item as the problems encountered while teaching online. This is because all the item mean was above the criterion mean of 2.50. An overall mean of 3.26 suggests that lack of educational technology and online options for special needs of students, computer knowledge challenge in online learning and lack of motivation in:

Table 3. Problems encountered while teaching online.

S/N	Items Problems encountered while teaching online	Mean	Standard Deviation
1.	Lack of motivation in students	3.44	0.61
2.	Infrastructural problems	3.20	0.53
3.	Digital literacy and technical issues	3.36	0.56
4.	Lack of in-person interaction	3.08	0.69
5.	Lack of educational technology and online options for special needs of students	3.52	0.57
6.	Course structure and quality	3.24	0.68
7.	Computer knowledge challenge in online learning	3.36	0.52
8.	Abundant distractions, lack of discipline	3.18	0.59
9.	Technical issues	3.32	0.53
10	Diminished social aspects	3.26	0.63
	Average Mean	3.26	0.59

4. Discussion of Findings

Research Question 1: How does E-learning impact teaching in the classroom?

The study found that students can collaborate with their peers and pick up new teaching techniques that are useful for their job through online learning.

The result of this study is in agreement with those of Encarnacion, Galang, and Hallar (2021) who found that E-learning is a useful tool to improve the way that instruction is delivered and to foster the development of learning transfer skills.

The study is also in agreement with those of Zolochesvskaya, Zubanova, Fedorova, and Sivakova (2021) who found that in light of this, e-learning broadens access to effective teaching and learning, improving students' efficiency. E-learning encourages several college students to enroll in similar programs at the same time.

Research Question 2: What is the ways E-learning is used in teaching students online?

The study found that seeking out feedback and applying the feedback, keep in regular contact with your students and offer active learning opportunities are the ways E-learning is used in teaching an online classroom.

The result is in agreement with those of Ja'ashan (2020) who found that the benefits of e-learning for students include the ability, to some extent, to adapt the learning to suit their particular learning needs and time constraints. It is engrossing and inspiring for them, examinations and assignments are evaluated right away, and it is possible to keep the course content current.

The findings of the study concur with those of Rahul, Jain, and Manish (2011) who discovered that online students outperformed those who were taught in a traditional classroom in terms of peer interaction, enjoyment of the course, time spent on class assignments, comprehension of the subject matter, and performance.

Research Question 3: What are the problems encountered while teaching an online classroom?

The study found that lack of educational technology and online options for special needs of students, computer knowledge challenge in online learning and lack of motivation in students.

The results of the study concur with those of Coman, Țiru, Meseșan-Schmitz, Stanciu, and Bularca (2020), who concluded that technical problems are the most significant, followed by teachers' lack of technical knowledge and their incorrect online classroom adaptation.

The findings of the study are in line with those of Eze, Chinedu-Eze, and Bello (2018) who discovered that having access to adequate e-learning facilities is one of the fundamental conditions for the successful adoption of e-learning facilities in universities. In order for these institutions to successfully adopt e-learning, they must also have a sufficient and dependable technical infrastructure.

5. Conclusions

It was found that students can collaborate with their peers and pick up new teaching techniques that are useful for their job through online learning. Seeking out feedback and applying the feedback, keep in regular contact with your students and offer active learning opportunities are the ways E-learning is used in teaching an online classroom and lack of educational technology and online options for special needs of students, computer knowledge challenge in online learning and lack of motivation in students.

6. Recommendations

Based on the conclusion, the researchers recommended that:

1. Teachers should increase students' interest and engagement with the course material and activities
2. Schools should promote dialogue and establish faculty presence
3. Teachers should encourage student interaction and establish a learning community.

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