

**AN EXPLORATION OF STUDENT, TEACHER READINESS AND ACCEPTANCE OF
BLENDED LEARNING APPROACH FOR TEACHING LEARNING IN FACULTY OF
EDUCATION, UNIVERSITY OF LAGOS**

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ABSTRACT

Quasi Experimental Research investigated Acceptance and Readiness for Blended learning approach (BLA) among Lecturers and students in Faculty of Education. 300 and 400 level students in department of Human Kinetics & Health Education comprised population. Sample: 303 participants purposively selected: 300 students, 1 Educational Instructor, 1 specific Subject teacher and 1 Research Assistant. Smart phones, BLA applied Rotation and Self Efficacy methods, enrolment of allocated courses: HKE322, 355, 357 and HKE 419 to Google classrooms / moodle.unilag.edu platform in first semester 2017/2018 session. Standardized questionnaire Pretest for teachers and students, (i) ascertained readiness / online literacy (ii) Post test determined teacher performance/ Ability to communicate. Descriptive statistics of frequency counts, percentages and Bar charts. Trained subject Lecturer–student interaction access rated 216(72%); uploading of course content 189(63%). Students' Readiness 225(75%); Online literacy 186(62%); moodle.unilag platform enrolment 270(90%) and participants' access 0(0%); Google classrooms access 240(80%); interactive 195(65%); Assignment date lines response 75(25%). Acceptance is encouraging. Facility and system readiness is challenged for lack of access. It was recommended that there should be plan for effective training of Course Lecturers to support best practices of BLA in higher institutions. moodle.unilag platform should establish access link for students.

Key Words: Student, Teacher Readiness, Acceptance, Blended Learning Approach

Introduction

Achieving best practices in Teaching-Learning processes in higher institutions has been challenged by delay in change from face to face chalk talk teaching learning to Blended Learning Approach (BLA) by university Lecturers. Human capacity development and the development of specialized skills as criteria for employment has led to increased enrolment into part and full time programmes in tertiary institutions and subsequently increased need for time considering multiple tasks and demands of city life style experienced in Lagos and other cities in Nigeria.

The University of Lagos is located in a busy mega city with high student enrolment most of whom cannot be accommodated on campus due to space problem. These students are expected to attend

lectures from various locations. In addition, traffic situations and difficult transportation of Lagos makes it almost impossible for students to meet the lecture time including the attainment of 65-75% class attendance hence most students cannot satisfy the university's examination eligibility requirements

Ralabate (2016) asserted that providing high quality education is a matter of social justice, and Universal Design for Learning (UDL) through a Blended learning approach (BLA) is an innovative framework that supports all learners regardless of socioeconomic, cultural, gender, Language, cognitive, physical, and emotional background by providing exceptional, rigorous learning opportunities. Schelly, Catherine, Davies, Patricia, Spooner, Craig (2011) opined that UDL proactively infuses opportunities for learners to overcome barriers and ensure that “learning has no limits.

Garrison and Vaughan (2007) defined BLA as a coherent design approach that opens, assesses and integrates the strengths of face to face and online learning to address worthwhile education goals. Heinze and Proctor (2004) described blended learning Approach (BLA) as learning facilitated by effective combination of different modes of delivery, models of teaching and styles of learning, founded on transparent communication amongst all parties involved with the course.

Statement of Problem

There is observed increase in quest for paper qualification for employment and increased enrolment into various universities which has led to increased work load for university lecturers who teach Full time and Part time students, making it difficult for teachers to provide satisfactory teaching- learning experiences. In addition, the increased work pressure has negative effects on the overall health and well being of lecturers. Most Lecturers have difficulty in obtaining time to rest with inability to spend the earned annual vacations.

The University of Lagos has an existing Learning Management System (LMS) facility that would support the Blended teaching- learning approach at both the Centre for Information Technology Services (CITS) and Distance Learning Institute (DLI). However, these facilities are underutilized due to delay in change from didactic to BLA by Lecturers in University of Lagos. This study investigated teacher Student Acceptance and Readiness of the BLA in University of Lagos using Faculty of Education.

Research Questions

1. To what extent will Blended Learning Approach influence Academic Performance of the students?
2. What is the extent of Readiness to participate in Blended Learning Approach by the students?
3. What is the extent of Acceptance of online studies by students using Blended Learning Approach?
4. What is the extent of Readiness to utilize Blended Learning Approach by Subject Teacher?

Methodology

Research design: A Quasi Experimental research investigated extent of acceptance and readiness to implement the BLA by lecturers and students.

Population: This comprised 303 participants. Sample comprised an Educational Instructor, a specific subject teacher, 1 research Assistant and the registered 300 and 400 level students for First semester in 2017/2018 session selected through purposive sampling technique from department of Human Kinetics & Health education, Faculty of Education, University of Lagos.

A multi staged Pilot study applied the following processes: (a) Training of the specific Course lecturer by Educational Instructor on application of BLA consisting 70% face to face and 30% Online teaching - learning.

(b) Training of a Research Assistant to provide technical support during the study.

(b) Enrollment of registered students into Google classrooms for courses allocated to selected Course Lecturer: HKE322,355,357 and HKE 419 in first semester 2017/2018 session.

(c) Enrollment of 194, 300 level & 106, 400 level students on the moodle. Unliag.edu platform managed by the Centre for Information Technology (C.I.T.S) of University of Lagos.

(d) Inclusive criteria for the course Lecturer is non participation in previous online teaching while 300 and 400 level students have been previously exposed to online Google classroom.

(e) Written permission was obtained from the Dean of Education to use students and faculty of Education as location of BLA case study.

Research instrument include:

(a) Smart Phones for internet access.

(b) Standardized questionnaire for teacher and student evaluation utilized for (i) Pre test that ascertained extent of readiness to participate and online application literacy (ii) Post test determined teacher performance using course content and Teacher's ability to interact and communicate BLA.

Data analysis:

Data collected from observations were subjected to statistical analysis using descriptive statistics of frequency counts and percentages.

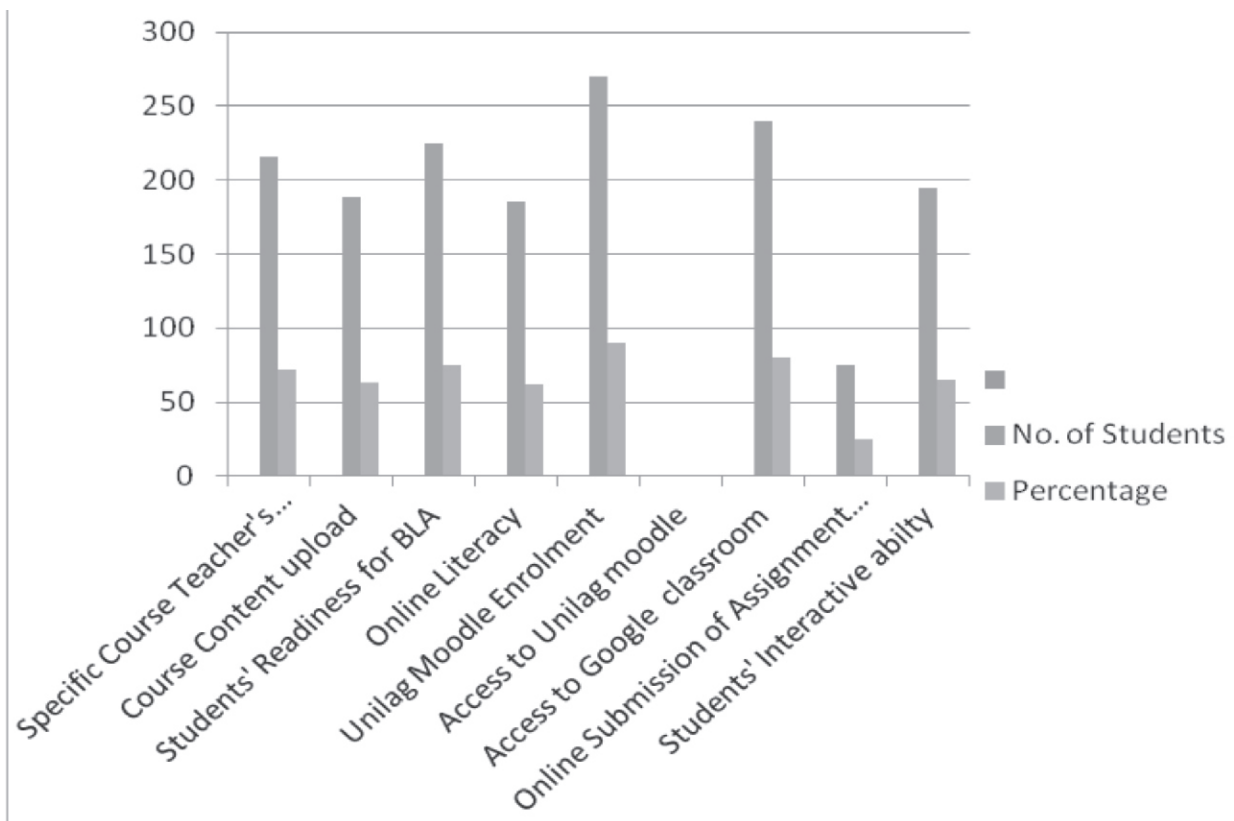
Results: revealed that Trained Subject Lecturer's–student communication/interaction access was 216(72%) and uploading of course content rated 189(63%). Also, readiness to participate in BLA by students was 225(75%) with overall online literacy level of 186(62%). Online enrolment of participants on the moodle. unilag.edu platform by CITS was 270(90%). However, participants had 0(0%) access to Moodle platform while access to Google classroom was 240(80%) and interactive access 195(65%). Participants' response to assignment date lines 75(25%).

Table 1: **BLA Activities**

S/ N	BLENDED LEARNING APPROACH (BLA)	PARTICIPANT S	PERCENTAGE(%)
1	Teacher's Communication	216	72
2	Content upload	189	63
3	Students' Readiness for BLA	225	75
4	Online Literacy Rate	186	62
5	Moodle.unilag,edu Enrolment	270	90
6	Access to moodle. Unilag.edu	0	0
7	Access to Google classroom	240	80
8	Submission of Assignment Date line	75	25
9	Student Interactive ability	195	65

Research Question 1: To what extent will Blended Learning Approach influence Academic Performance of the students?

Fig: 1 Blended Learning Activities



Research Question 2: What is the extent of Readiness to participate in Blended learning Approach by the students?

Fig2 Extent of Readiness of Students

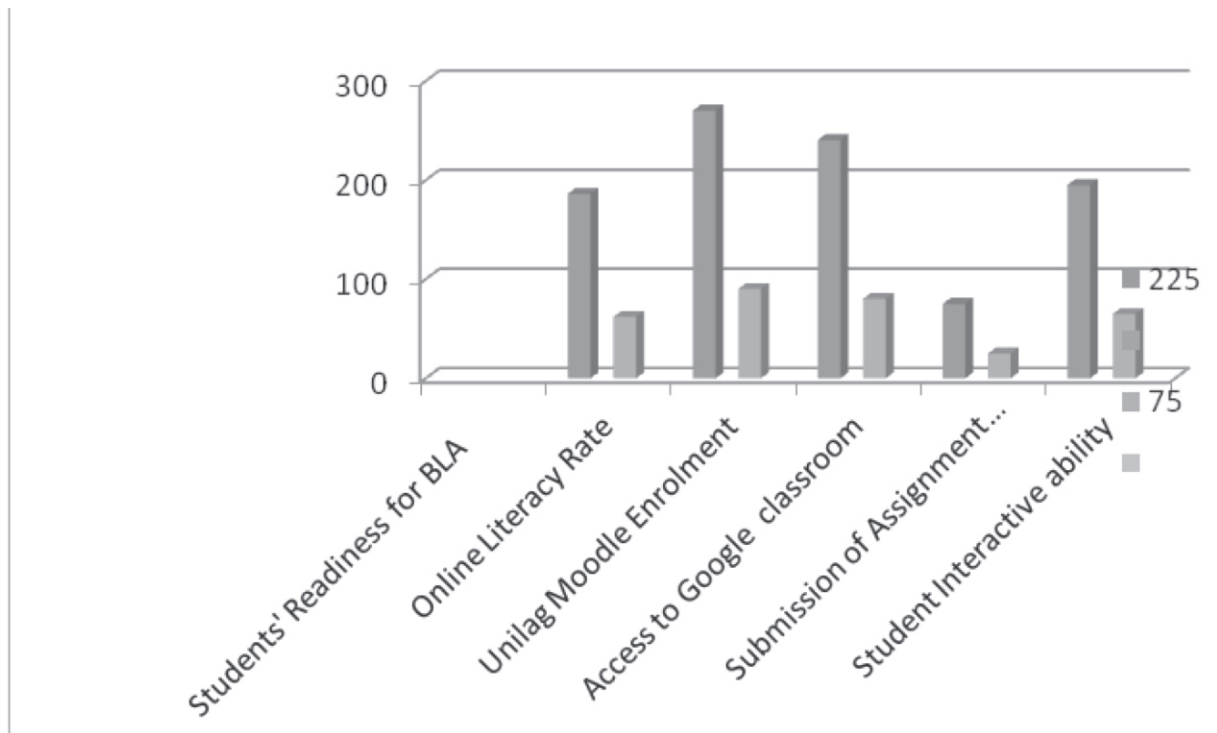


Table 2: Extent of Readiness

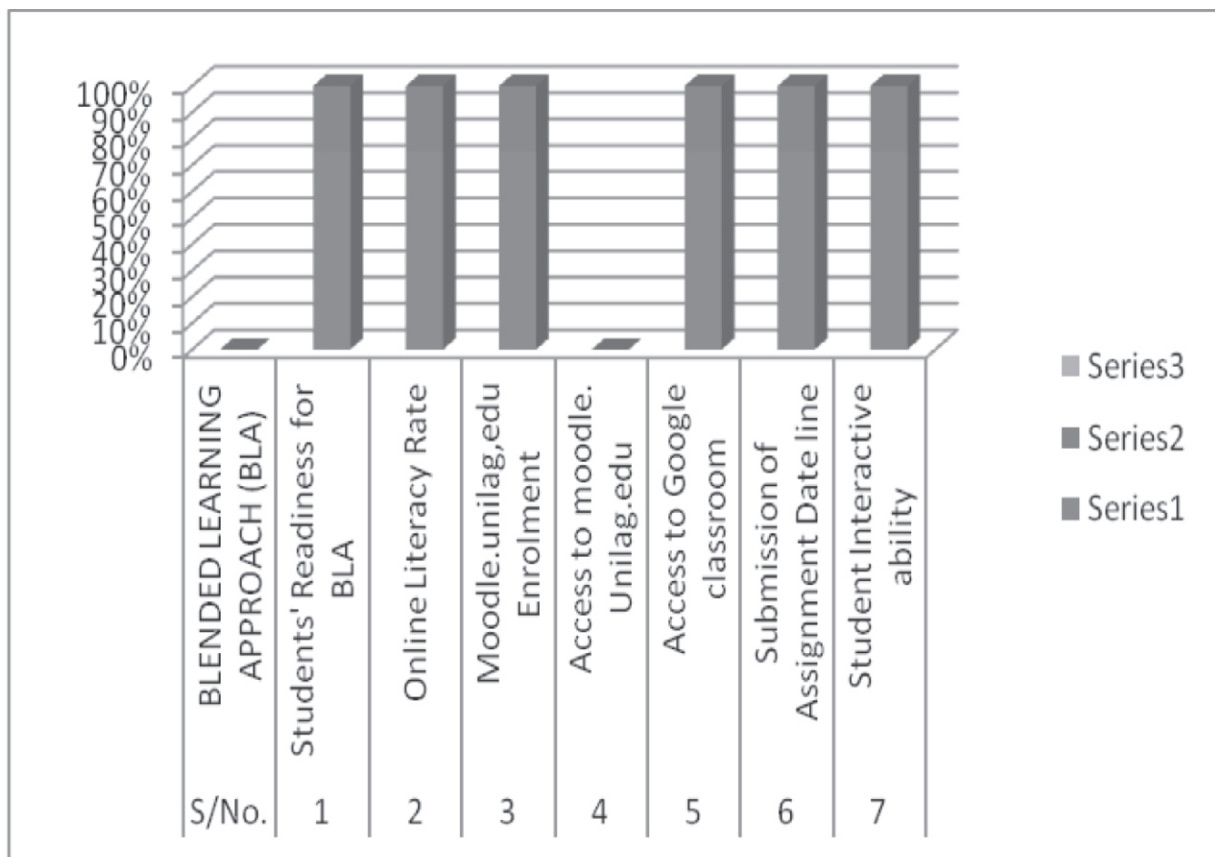
S/No.	BLENDED LEARNING ACTIVITY	PARTICIPATION	PERCENTAGES(%)
1	Students' Readiness	225	75
2	Online Literacy Rate	186	62
3	Moodle.unilag.edu Enrolment	270	90
4	Access to Google Classrooms	240	80
5	Submission on Assignment Dateline	75	25
6	Student Interactive ability	195	65

Research Question 3: What is the extent of Acceptance of online studies by students using Blended Learning Approach?

Table 3: Extent of Acceptance of BLA by Students

S/No	BLENDED LEARNING APPROACH (BLA)	PARTICIPANTS	PERCENTAGE (%)
1	Students' Readiness for BLA	225	75
2	Online Literacy Rate	186	62
3	moodle.unilag,edu Enrolment	270	90
4	Access to moodle. Unilag.edu	0	0
5	Access to Google classroom	240	80
6	Submission of Assignment Date line	75	25
7	Student Interactive ability	195	65

Fig. 3: Graph of BLA Acceptance by Students

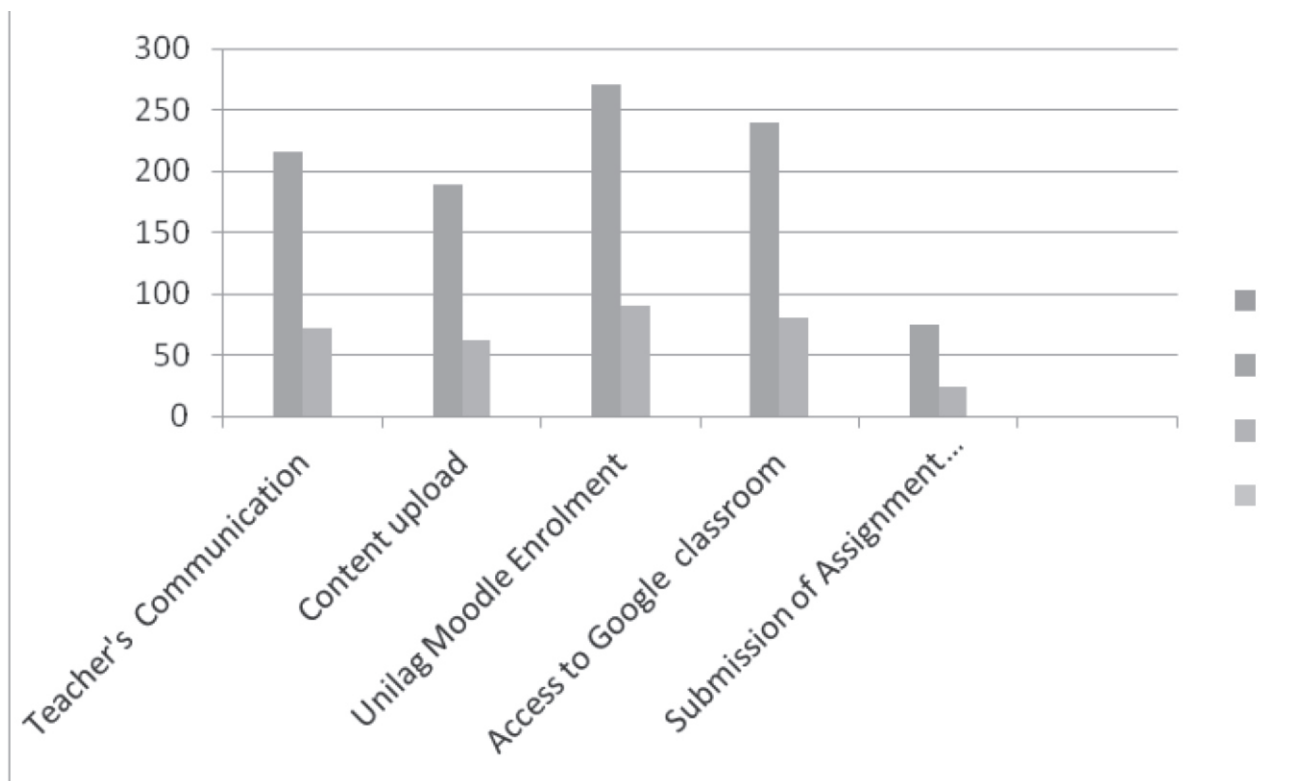


Research Question 4: What is the extent of Readiness to utilize Blended Learning Approach by Subject Teacher?

Table 4: Teacher's Readiness

BLENDED LEARNING APPROACH (BLA)	PARTICIPANTS	PERCENTAGE
Teacher's Communication	216	72
Content upload	189	63
Moodle.unilag.edu Enrolment	270	90
Access to Google classroom	240	80
Submission of Assignment Date line	75	25

Fig 4: Teacher's Readiness



Discussion

The observed interaction varied indicating extent of readiness or acceptance of the BLA by the course Lecturer and the students. Trained subject Lecturer's–student communication/interaction access was 216(72%) and uploading of course content rated 189(63%). Fathema, Shannon, Ross(2015) confirmed that efficacy on BLA can be measured using observed data.

Harel (2012) confirmed that blended learning provides opportunity for data collection and customization

of instruction and assessment were major benefits of this approach. Blended learning often includes software that automatically collects student data and measures academic progress, providing teachers, students and parents with detailed students' data. Often, tests are automatically scored, providing instantaneous feedback. Student logins and work times are also measured to ensure accountability. Schools with blended learning programmes can reallocate resources to boost student achievement outcomes.

Also, readiness to participate in BLA by students was 225(75%) with overall online literacy level of 186(62%). Online enrolment of participants on the moodle.unilag.edu platform by CITS was 270(90%). However participants had 0(0%) access to unilag moodle platform while access to Google classroom was 240(80%) Fathema, Shannon, Ross(2015) confirmed that efficacy, facilitating conditions, and systems quality on BLA can be measured using observed data. The interactive access 195(65%).

Participants' response to assignment date lines 75(25%). Fathema, Shannon, Ross(2015) Identified attitude of participants toward BLA activities as determinant of level of success and performance. In all the previous exposure of the students to Google classroom was beneficial as evident in interactive access of 195(65%) and online literacy 186(62%).

Conclusion

Generally, the acceptance and participation is encouraging. Facility and system readiness appear to be challenged due to lack of access. Change from Face to face to BLA in tertiary institution requires training, guided implementation. Teachers require an investment of time, computer skills and possible technical support to implement BLA.

Recommendation

Study recommends that (i) Effective training for course lecturer would support best practices of BLA in higher institutions. (ii) Research needs to conduct an Extended Pilot study (iii) A Research to expand the study to include Faculty and University wide Course Lecturers in Phase 2 of the study to involve more students and teachers population for the application of BLA in university of Lagos in 2018/2019 session.

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