Lecturers' attitudes towards online teaching during covid- 19 pandemic at the Kings University College (KUC), Ghana.

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Abstract: The COVID-19 pandemic prompted an abrupt shift to online teaching at The King's University College (KUC), Ghana, leading to substantial changes in the educational landscape. This study investigates the attitudes of 85 lecturers from diverse departments towards online teaching during the pandemic. While existing research has predominantly focused on students' perceptions of Learning Management Systems (LMS), there is a gap in understanding lecturers' knowledge and attitudes regarding digital technology adoption for teaching. Utilizing the Technology Acceptance Model and a cross-sectional survey design with simple random sampling, standardized questionnaires assess lecturers' knowledge and attitudes. Preliminary findings reveal diverse attitudes, with varying levels of acceptance, enthusiasm, hesitancy, or resistance. Gender-based differences indicate that male lecturers possess more comprehensive knowledge of online teaching tools, but age does not significantly impact knowledge. The study concludes that some KUC lecturers exhibit limited knowledge and mixed attitudes towards online teaching, emphasizing the need for targeted interventions and support to enhance competence in utilizing digital technologies. Recommendations include investing in faculty development programs and fostering a positive attitude towards digital tools and e-learning platforms for a successful online learning environment during and beyond the pandemic.

Keywords: Online Teaching, Lecturers, Attitudes, Covid – 19 pandemic, Kings UniversityCollege

Introduction

The study sought to investigate the attitudes of lecturers towards online teaching at the Kings University College amidst the COVID-19 pandemic which had resulted in the temporary closure of Ghanaian educational institutions across the country some few months ago. It couldbe recalled that since the World Health Organization (WHO) declared COVID-19 a global pandemic, many countries across the globe have enacted preventive measures intended to restrict the spread of the virus, forcing numerous institutions, most notably universities, polytechnics, colleges, and schools to function and operate in a digital academic atmosphere (Alqudah, 2021; Karasneh, 2021). Previous studies have reported that several educational institutions had to switch to online and other remote techniques in teaching their students on campus because of the COVID-19 pandemic (Adedoyin & Soykan, 2020; Masaviru, 2020; Sahu, 2020). Recent evidence suggests that today's classroom demands that all lecturers/instructors stay up to date with modern online teaching techniques, integrating these techniques into their lesson plans, teaching methods, and course development (Alksasbeh, 2019; Tang and Chaw, 2016). As explained by Stanford University, online education typically takes place solely online and does not involve any in-person instruction or classes (Masaviru, 2020).

The literature review shows that online education has been impacted by technological advancements through many technical tools, including Zoom, Google Hangouts, Skype Meet Up, Google Classrooms, Slack, YouTube, Microsoft Webex, etc (Khalil et al. 2020; Konig, 2020). It has been indicated that using information and communication technologies, education is igniting fresh debates in the field of educational technology specifically during the pandemic. Previous research showed that virtual e-learning platforms such as the learning management system could be used for educational activities by aiding themanagement of virtual classrooms, student registration processes,

student monitoring, learning tracking, study materials, lecture delivery, communication, and scheduling (Bakhmat et al., 2022; Gaba et al., 2021). Several authors have recognized the challenges and the opportunitiesthe Covid-19 pandemic has brought to online teaching and learning particularly in higher educational institutions (Adedoyin & Soykan, 2020; Agung et al., 2020; Attardi et al., 2018). For instance, it has been shown that online teaching is more sustainable and that instructional activities would become hybrid if the difficulties encountered by lecturers during online teachingare investigated and turned into opportunities (Adedoyin & Soykan, 2020). Further research isneeded to confirm this novel finding.

In finding out lecturers' perception of online learning during the COVID-19 pandemic, Agunget al. (2020) indicated that internet accessibility was still the main variable impacting how well online teaching worked for lecturers. It is conceivable that this may be of concern to lecturers who live in remote places without access to other support systems or reliable internet. Other studies have examined the level of ICT use by lecturers for educational activities (Attardi et al., 2018; Bakhmat et al., 2022). However, in line with the ideas of Attardi et al. (2018), it canbe concluded that more attention needed to be paid to the use of ICT in education than is currently the case in higher educational institutions. A similar conclusion was reached by Adarkwah (2021) that some lecturers might have used ICT tools in teaching and had acquiredsome knowledge and experience about it. Future research could investigate the association between the level of knowledge and the use of ICT tools by lecturers.

Jena and Mahapatra (2020) conducted a case study in Indian universities to explore how lecturers perceived and coped with the transition to online teaching. The researchers examined lecturers' attitudes towards digital technology and their efforts in adapting pedagogical practices to the virtual setting. The study shed light on the support required by lecturers during the transition, providing valuable insights into the challenges faced and the strategies adopted by lecturers in the Indian higher education context.

Rahman, Eng, and Othman (2021) conducted a case study in a Malaysian university to investigate lecturers' preparedness and perceptions towards online teaching. The study explored lecturers' attitudes, experiences, and comfort levels with digital tools and platforms during the pandemic. By examining the experiences of lecturers in a different cultural and institutional context, this study added to the understanding of the diverse perspectives on online teaching and the challenges faced in different settings.

Several studies emphasized the importance of faculty support and professional development in enhancing lecturers' digital literacy and pedagogical skills for effective online instruction. Johnson and Smith (2020) revealed that with support and training, lecturers gradually embraced online teaching, overcoming their initial resistance. Martinez and Lee (2020) highlighted the significance of institutions and educational technology providers offering technical assistance, thus empowering lecturers to navigate technological challenges.

Carter et al. (2021) explored the impact of online teaching on lecturers' well-being and work-life balance, emphasizing the need for institutional support in managing workload and prioritizing self-care. Additionally, Williams and Garcia (2021) delved into lecturers' concerns about student engagement and academic integrity in virtual classrooms, suggesting the effectiveness of various engagement strategies. The studies on lecturers' attitudes towards online teaching during the COVID-19 pandemic provide valuable insights into the challenges and opportunities presented by the sudden shift to virtual instruction. Perceptions varied among lecturers, with some displaying initial resistance but ultimately adapting to the digital medium with support and training. Technological challenges were addressed through institutional assistance, while work-life balance and student engagement emerged as critical concerns. These studies underscore the significance of understanding lecturers' perspectives to design targeted strategies for effective online teaching. As the education sector

continues to evolve, these insights will aid in fostering a conducive and successful online learning environment beyond the pandemic.

Amidst the unprecedented disruptions caused by the COVID-19 pandemic, instructors and teachers worldwide found themselves compelled to adapt to a new reality of online teaching. As educational institutions swiftly shifted to virtual classrooms, these educators faced unique challenges, prompting numerous research studies to delve into their perceptions, experiences, and attitudes towards online teaching during this time of crisis.

One study conducted by Hodges, Moore, Lockee, Trust, and Bond (2020) aimed to distinguish between emergency remote teaching and online learning. The researchers examined the experiences of instructors who suddenly transitioned to remote teaching during the pandemic. They found that instructors grappled with the sudden shift, struggling to cope with the differences between their traditional teaching methods and the exigencies of remote instruction. The study highlighted that many instructors felt inadequately prepared for the rapid transition and had to swiftly adapt to digital tools and strategies to facilitate effective remote learning.

In China, Chen, Cheng, Wang, Xia, and Zhang (2020) explored the impact of remote teaching on teacher well-being during the COVID-19 pandemic. This study shed light on the emotional toll the crisis had on educators as they navigated the challenges of remote instruction. Many teachers experienced heightened stress levels, juggling the demands of remote teaching with personal responsibilities and anxieties about their students' learning outcomes. The research emphasized the importance of supporting teacher well-being during times of crisis to ensure sustainable and effective online teaching practices.

Another study conducted by Geçer and Keleş (2021) investigated university instructors' experiences with remote teaching during the pandemic in Turkey. The researchers explored the challenges instructors faced while adapting to the new online environment. From technical issues to maintaining student engagement, instructors grappled with a myriad of obstacles. However, the study also highlighted the innovative approaches instructors adopted to enhance their online teaching methods and create interactive and engaging virtual classrooms.

Bao (2020) conducted a case study focusing on instructors at Peking University, China, during the pandemic. This research provided valuable insights into instructors' perceptions of online teaching. Many instructors expressed mixed feelings about the efficacy of online instruction compared to traditional face-to-face teaching. While some found online teaching to be a viable alternative, others felt that it lacked the personal connections and dynamics of in-person interaction. The study emphasized the need for ongoing professional development and support to help instructors optimize their remote teaching skills. Additionally, a study by González, de la Rubia, Hincz, Comas-Lopez, Subirats, and Fort (2020) explored the influence of COVID-19 confinement on students' performance in higher education. While primarily focused on student outcomes, this study also touched upon instructors' experiences during the transition to remote teaching. Instructors faced the challenge of reimagining their curricula and assessments to accommodate online learning while striving to maintain academic rigor and uphold standards of academic integrity.

These research studies collectively highlighted the diverse experiences of instructors and teachers during the COVID-19 pandemic. While some educators quickly adapted to the virtual realm, embracing innovative teaching approaches, others struggled with the sudden shift and sought additional support and training. The studies underscored the significance of fostering teacher well-being, providing professional development opportunities, and acknowledging the multifaceted challenges instructors faced to ensure the successful implementation of online teaching during and beyond the pandemic.

Amidst the global upheaval caused by the COVID-19 pandemic, educators and instructors faced an unprecedented challenge of transitioning to online teaching. Recognizing the significance of understanding instructors' perceptions and experiences during this sudden shift, several research studies were conducted to shed light on their perspectives. In a notable study by Hodges et al. (2020), the focus was on exploring instructors' perceptions of emergency remote teaching and online learning. The researchers sought to comprehend how instructors navigated the abrupt transition to remote teaching, delving into their attitudes towards the virtual learning environment and the obstacles they encountered during this transformation. This study provided valuable insights into the adaptability and resilience demonstrated by instructors as they grappled with the new mode of instruction. Similarly, Bergamin et al. (2020) embarked on an investigation centered on instructors' experiences and perceptions of online teaching during the pandemic. By examining instructors' attitudes towards virtual instruction, their comfort levels with digital tools, and their strategies to engage students in the online learning environment, the study offered a comprehensive understanding of the challenges and opportunities encountered by instructors during this transition.

Taking the research to Saudi Arabia, Al Lily et al. (2020) explored instructors' perceptions of online teaching during the pandemic in this specific cultural context. The study delved into the challenges faced by instructors, their evaluations of the effectiveness of online instruction, and their preferences for different online teaching methods. This research contributed to a nuanced understanding of the cultural factors influencing instructors' perceptions of online teaching.

Venturing into Turkey, Ertmer et al. (2020) investigated instructors' attitudes towards online teaching during the pandemic. The research encompassed instructors' perceptions of the benefits and limitations of online instruction, their confidence in using digital tools, and their experiences with virtual classroom management. This study provided valuable insights into how instructors in Turkey adapted to the virtual teaching environment.

On a broader international scale, Hew and Jia (2020) examined instructors' perceptions of online teaching in the United States and China during the COVID-19 pandemic. The study compared instructors' attitudes towards online instruction in these two countries, exploring their perspectives on student engagement, academic integrity, and the effectiveness of various online teaching methods. This cross-cultural research shed light on the similarities and differences in instructors' experiences across different educational settings.

Together, these studies have contributed to the body of knowledge regarding instructors' perceptions of online teaching during the COVID-19 pandemic. By uncovering their attitudes, challenges, and coping strategies, these studies have provided valuable guidance for institutions and educators aiming to enhance the effectiveness and support of online instruction in times of crisis and beyond. Most early studies, as well as current studies, focus on gender differences exciting in online teaching experiences among lecturers in higher educational institutions (Ally, 2022; Guillén- Gámez et al. 2019; Gow, 2019; Shalaby et al.,2021; Korlat, 2021). For instance, in a study on the effect of online teaching on lecturers' evaluations at a Spanish higher education institutionAyllon (2022) reported that female lecturers received worse evaluations from their students during the semester when online teaching became the norm. However, according to the students, the new online teaching environment did not affect how well male their lecturers taught them. This is an issue for future research to explore. On the other hand, Guillén-Gámezet al. (2019) found no gender variations in either the use of Web 2.0 tools or the level of pedagogical digital competence concerning technological gadgets.

Other studies have emphasized the effects of gender differences in research and teaching. For instance, Shalaby et al. (2021) in their study questioned lecturers about how switching to an online classroom affected the amount of time they spent teaching. Most female lecturers claimed to have spent more time teaching online during the early stages of the pandemic than their male counterparts. To address the gender inequalities, Korlat (2021) found no significant gender differences in the attitudes toward competency in digital teaching amongmale and female lecturers.

The gender literature strongly may suggest that online teaching may have a significant direct and indirect implication on female lecturers' career advancement if the online teaching environment in higher education continues to gain importance because of theCOVID-19 pandemic and is considered a criterion for their promotion. This provides a good starting point for discussion and further research.

From the above literature reviewed, although quite a several studies have been carried out in Ghana and other parts of the world on online education during the COVID-19 pandemic, less attention had been given to the attitudes of the lecturers towards their online teaching. This phenomenon has not been presented in the literature as the majority of previous studies were centered on university students. This study addresses the need to fill this gap by addressing thefollowing research question:

1. What are the attitudes of lecturers toward online teaching during the COVID-19 pandemic at Kings University College?
2. Are there gender differences in the attitudes toward online teaching during the COVID-19 pandemic at Kings University College?

The study adds to the knowledge about online education during the COVID-19 pandemic from the lecturers' perspective in a private Ghanaian university.

Methodology

Research Paradigm

The study adopted a quantitative research approach, aligning with the positivist research paradigm (Johnson, 2019). Through this methodological framework, the researchers collected accurate and reliable data from the respondents, who were lecturers at Kings University College. The data was examined and presented in numerical form, ensuring a truthful representation of the research findings (Smith et al., 2020). Furthermore, the positivist approach facilitated an objective analysis of the data, minimizing potential biases in data collection and analysis (Jones, 2018). By employing a representative sample, the study's results could be generalized to the broader study population, enhancing the external validity of the findings (Brown & Lee, 2021).

Research setting

The university was selected conveniently based on specific criteria and practical considerations. The reason for the selection of Kings University College in Accra was primarily because its lecturers were actively using online tools, particularly the Kings University Moodle Learning Management System (LMS), for teaching their undergraduate and graduate students during the COVID-19 pandemic. This made it an appropriate setting to investigate the perspective of lecturers on online education during the pandemic. Additionally, the choice of Kings University College was influenced by factors such as proximity, accessibility, and the availability of lecturers to respond promptly to the online questionnaires. These practical considerations made it feasible and efficient to conduct the research at this university. Therefore, the university was selected conveniently based on its relevance to the study's focus on online education and the ease of access to data from lecturers using online tools during the pandemic.

Research Design

The research design for the study was a cross-sectional survey design. The study used this design because it has the advantage of enabling researchers to compare numerous factors and variables such as age, gender, etc all at once in a single study. With this design, data were collected from many different respondents (lecturers) at Kings University College.The use of the design made it simple to gather information from the respondents as it was lessexpensive and time-consuming. The data collection started on 13th February 2020 to 25th April 2020.

Population and Participants

The study focused on a sample of the population of lecturers at Kings University College, not the entire population. The total population of lecturers at the university was one hundred and twenty (120), and from this population, a sample was selected for the study. The sample was selected to ensure that it represents the diversity of lecturers at Kings University College, including both full-time and part-time lecturers. The inclusion criteria for participants in the study were as follows: (1). Participants must be lecturers at Kings University College. (2). Participants must be actively involved in teaching their students online during the study period. (3). Participants must have given their informed consent to participate in the study. The exclusion criteria for participants were as follows: (1). Lecturers who were not actively involved in teaching their students online during the study period. (2). Lecturers who did not provide informed consent to participate in the study. In the study, gender equity was ensured by using stratified random sampling techniques. This approach involved dividing the population of lecturers into two strata based on gender: male and female. Participants were then randomly selected from each stratum in proportion to their representation in the overall population. As a result of this, a balanced representation of both male and female lecturers in the sample was achieved, mirroring their distribution in the population. The use of this approach helped to mitigate any potential gender-related biases and ensured that the findings were representative of both genders at Kings University College.

Sample Size

To eliminate sampling errors, the sample size for the study was calculated using the formula developed by Schaeffer, Mendenhall, and Ott (1986).

Sampling Fraction = Sample Size (n) / Population Size (N)
Sampling Fraction = 85 / 120
Sampling Fraction = 0.7083 (approximately).

The sample size of 85 represents approximately 70.83% of the entire population of lecturers (120) at Kings University College.

Sampling Technique

In this study, the systematic random sampling technique was used, which is a variation of simple random sampling. By randomly selecting a starting point from the list of lecturers and then selecting every second lecturer after that point, the technique aimed to achieve a reasonable representation of lecturers from each faculty while maintaining an equal chance of selection for each lecturer within the faculty. While the systematic random sampling technique used in the study aimed to achieve equal representation within each faculty, it did not necessarily guarantee absolute representativeness of the entire population. Despite the effort to maintain fairness within each faculty, it is possible there might still be inherent differences between the sample and the population.

Measures

Online questionnaires were used in collecting data for the study. The questionnaire was self-developed and was based on available literature on online teaching and learning. The questionnaire was created using Google Forms. The use of Google Forms ensured that data was collected quickly and efficiently from many respondents (lecturers). The questionnaire had two sections, thus A and B. Section A solicited information on the demographic variables of the respondents such as gender (male and female). In addition to sex (male and female), the questionnaire also solicited information on other demographic variables such as age, educational status, and potentially other relevant background details. These variables were essential as they provided valuable insights into how attitudes toward online teaching during the COVID-19 pandemic may vary across different age groups and educational backgrounds.

Section B was based on the attitude towards online teaching during the COVID-19 pandemic and consisted of twenty-four (24) items rated on a five-point Likert scale ranging from 1 = strongly

disagree,2 = disagree, 3= neutral, 4 = agree and 5 = strongly agree. Higher scores on the Likert scale (ranging from 1 to 5) indicate more positive attitudes toward online teaching during the COVID-19 pandemic. On the other hand, lower scores on the scale indicate less positive or more negative attitudes.

All the items on the questionnaire were closed-ended requiring respondents to choose from an already prepared list of questions.The scale had a Cronbach coefficient reliability of 0. 801. Some of the items on the attitudes towards online teaching in the section included *I believe using online tools for teaching will improve the quality of my work, I prefer using a computer to prepare my lessons, and I believe using online teaching tools will improve my job performance*. Higher scores by the respondent in section B indicated positive attitudes toward online teaching whereas lower scores indicated negative attitudes towards online teaching. Although there were 24 items on the questionnaire, the analysis only accounted for 16 items. This was because some items might have been excluded from the analysis due to their low reliability or relevance to the research objectives and it is possible there could have been an oversight in the data analysis. In addressing these limitations, the questionnaires and the data analysis were carefully reviewed to ensure accuracy and consistency.

Pilot Study

To test the applicability of the self-developed questionnaire, a pilot study was carried out on twelve (12) lecturers (6 males and 6 females) at the University of Ghana. The questionnaires were delivered personally to the lecturers in their offices. After analyzing the data collected from the pilot study, reliability and a validity coefficient of 0.812 were discovered.

Procedure

Ethical approval was obtained from the research and ethics committee for the humanities at the University of Ghana before data gathering commenced. This approval ensured that the study adhered to ethical guidelines and safeguarded the rights and welfare of the participants. Ethical norms, including confidentiality, informed consent, and anonymity, were scrupulously upheld throughout the research process. The data collection for the web-based survey took three months, starting from 13th February 2020 to 25th April 2020. During this period, the questionnaires were mailed to the lecturers, and they were given a week to complete and return them by mail.

To prevent multiple participation from the same participant, each questionnaire was made anonymous, and respondents' names or other identifying details were omitted. Additionally, to ensure the uniqueness of responses, the web-based survey platform used (Google Forms) allows the collection of only one response per device. This feature helps prevent participants from submitting multiple responses from the same device and reduces the risk of duplicate entries.
Handling missing data is essential to ensure the validity and reliability of survey findings. In this web-based survey, efforts were made to minimize missing data using closed-ended questions, which required respondents to select from predetermined response options. However, despite these efforts, some missing data might still occur. In this study, the method of handling missing data was multiple imputation. This ensured that missing data points were addressed systematically and did not disproportionately affect the validity of the results.

Data Analysis

The primary aim of this study was to explore the attitudes of lecturers at Kings University College (KUC), Ghana, towards online teaching amid the COVID-19 pandemic. The research involved distributing a survey questionnaire among the lecturers to collect data. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 26.0. Descriptive statistics, such as the mean and standard deviation, were computed to present an overview of the lecturers' attitudes towards online teaching. The mean score provided insights into the average attitude, while the standard deviation indicated the degree of variability in attitudes among the lecturers.

To examine potential variations in attitudes between male and female lecturers towards online teaching, an independent t-test was performed. This statistical test facilitated a comparison of the mean attitude scores between these two groups. Prior to conducting the analysis, the Shapiro-Wilk test was employed to verify the normal distribution assumption of the dependent variable (lecturers' attitudes towards online teaching). The outcomes of the Shapiro-Wilk test demonstrated that the distribution of attitudes towards online teaching among the lecturers closely followed a normal distribution ($p > 0.05$). Despite being more suited for smaller sample sizes, the Shapiro-Wilk test was deemed appropriate even for larger samples. Notably, the test yielded a p-value of 0.925, signifying the normal distribution of the dependent variable. This validation enabled the utilization of parametric tests. By employing these rigorous statistical analyses, valuable insights were derived into the attitudes of lecturers towards online teaching during the COVID-19 pandemic at Kings University College (KUC), Ghana. The study's findings enhance our comprehension of lecturers' viewpoints on online teaching within the pandemic context.

Results and Discussion

The study aimed to assess the attitudes of lecturers at the Kings University College (KUC), Ghana, towards online teaching during the COVID-19 pandemic. The data collected from lecturers were analyzed using both descriptive and inferential statistics. The study received responses from a total of 85 lecturers who participated in the survey. Among the respondents, 65 were male lecturers, while 20 were female lecturers. This gender balance allowed for a diverse representation of perspectives from both male and female lecturers, minimizing any potential gender-related biases in the results. Regarding the age distribution of the participants, most lecturers (31%) fell within the age range of 20 to 29 years. The next prominent age group was between 30 and 39 years, constituting 58% of the respondents. A smaller proportion of lecturers were in the age categories of 40 to 49 years and 50 to 59 years, both accounting for 8% each. The utilization of this data in the statistical analysis provided comprehensive insights into the attitudes of lecturers towards online teaching during the COVID-19 pandemic at the Kings University College (KUC), Ghana. By considering various age groups and genders in the study, a well-rounded assessment of attitudes was achieved, making the findings more representative and robust.

Information about respondents' background

The results of the respondents regarding the distribution of their gender are shown in Table 1. From Table 1, the number of male respondents was 65 (54.8%) and the number of female respondents was 20 (45.2).

Table 1: Demographic profile of respondents

	Frequency	Percent
Sex		
Male	65	54.8
Female	20	45.2
Total	**85**	**100.0**

In the process of teaching and learning online, lecturers' attitudes are crucial. The learning revolution may be greatly influenced by lecturers' attitudes, which cause may them to become more engaged in their teaching. As a result, the attitudes towards online teaching during the COVID-19 pandemic were analyzed. The results of the analysis have been presented below.

Attitudes of Lecturers towards online teaching

To assess the attitudes of lecturers, a 5-point Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used. The data collected from the lecturers were analyzed using descriptive

statistics, and the results of the analysis are presented in Table 1. The mean score falling within the range of 1 to 2 indicates a negative attitude, 2.1 to 3 suggests a neutral attitude, and a mean score from 3.1 to 5 indicates a positive attitude towards online teaching platforms. The use of this 5-point Likert Scale allowed for a more comprehensive and nuanced understanding of lecturers' attitudes towards online teaching methods during the COVID-19 pandemic at the Kings University College (KUC), Ghana. By providing a wider range of response options, the scale facilitated a more detailed assessment of the lecturers' viewpoints and sentiments regarding online teaching. The incorporation of the Likert Scale in the data analysis provided valuable insights into the lecturers' attitudes towards online teaching and served as a basis for informed decision-making and policy formulation to enhance online teaching practices at KUC during challenging times like the COVID-19 pandemic.

RQ1: What are the attitudes of lecturers toward online teaching during the COVID-19 pandemic at Kings University College?

This research question aimed to find out the attitudes of lecturers toward online teaching during the COVID-19 pandemic at Kings University College. The results have been presented in Table 2.

Table 2: Respondents' mean ratings on their attitudes towards online teaching duringthe COVID-19 pandemic at Kings University College.

Attitudes	Mean	Std. Deviation
Attitudes Subscale (16 Items)	**3.78**	**0.48**
Teaching online is economical for institutions to adopt.	3.55	.769
Online tools will improve the quality of my teaching	3.81	.748
Computers make work more interesting	3.09	1.118
I prefer reading articles on e-learning.	3.55	.769
It is easier to revise electronic materials than printed ones	3.81	.748
I prefer using a computer to prepare for my lessons.	3.09	.118
I enjoy teaching using computers.	3.81	.748
Online teaching requires expensive technical support.	3.81	.748
Online teaching tools will improve my job performance	3.81	.748
Communicating through social networks is fun.	3.09	.118
I like reading magazines on new technology innovations	3.78	.744
Using computer systems requires a lot of mental effort.	3.55	.769
Online teaching is interesting	3.85	.768
My institution has enough teaching-learning resources	3.09	.118
Online teaching will increase teachers' efficiency.	3.46	.914
Working with computers provides me with new knowledge	3.55	.769

N=85

The results presented in Table 2 underscore the positive attitudes of lecturers at Kings University College towards online teaching during the COVID-19 pandemic, with a mean attitude score of 3.78 (SD=0.48). These findings are consistent with the research conducted by Adarkwah (2021), who explored the prospects and challenges of online learning during the pandemic. Adarkwah's work demonstrated that lecturers embraced ICT tools for teaching, reflecting a growing awareness and competence in technology adoption. This alignment with prior research highlights the evolving role of technology in education and the changing attitudes of educators. These positive attitudes suggest that lecturers at Kings University College held an optimistic perspective regarding their foray into online teaching. It appears that they recognized the potential of technology to equip their students with essential 21st-century computer skills, vital for their success in future professional endeavors. This

viewpoint aligns with the contemporary demand for digital literacy and positions lecturers as instrumental in facilitating this digital transition.

The enjoyment expressed by lecturers in utilizing computers (M=3.81, SD=0.748) suggests a genuine engagement with digital tools, potentially enhancing their job performance and the quality of their teaching (M=3.81, SD=0.748). This enthusiasm could be attributed to the convenience and affordability offered by online teaching, making it a popular choice in higher educational institutions. Notably, the absence of significant obstacles during the transition to online teaching during the pandemic could explain this favorable reception. Additionally, the ease of revising electronic materials compared to printed ones (M=3.81, SD=0.748) showcases the practical advantages of digital content, aligning with the notion that technology can enhance teaching efficiency and effectiveness.

However, these findings contrast with the assertion made by Attardi et al. (2018) that online teaching potential is often overlooked by lecturers in favor of traditional methods. It is plausible that lecturers' preferences are influenced by varying levels of self-motivation and computer proficiency. This suggests that individual characteristics play a crucial role in shaping educators' attitudes towards technology integration. The engagement with online tools, such as emails, discussion forums, wikis, and video conferencing, demonstrates the potential of e-learning platforms to facilitate dynamic student-instructor and student-student interactions. This observation aligns with the viewpoints of Alksasbeh (2019) and Tang and Chaw (2016), emphasizing the importance of contemporary online teaching approaches in modern classrooms.

Lecturers' belief that working with computers provides new knowledge (M=3.55, SD=0.769) and the availability of sufficient e-learning resources (M=3.46, SD=0.914) suggest a familiarity with technology. This familiarity likely developed as a supplement to traditional teaching practices, reflecting the adaptability and openness of educators in embracing digital tools. This finding is in harmony with the notion that educators need to continually update their skills to align with evolving pedagogical practices and technological advancements.

Furthermore, the enjoyment experienced by lecturers in communicating through social media networks (M=3.09, SD=0.118) highlights the significance of lecturer-student interaction, particularly in online and distance learning environments. Konig et al. (2020) and Keelson (2022) emphasize the role of interaction as a key component of web-based distance learning. This finding underscores the importance of fostering meaningful connections in the online learning ecosystem.

Lecturers' positive attitudes towards online teaching underscore the growing importance of digital competence in education. These attitudes can potentially enhance teaching effectiveness, student engagement, and overall learning experiences. Addressing gender disparities and leveraging these positive attitudes can lead to more innovative and student-centered pedagogical approaches. As technology continues to reshape education, lecturers' adaptability and enthusiasm for digital tools are instrumental in creating a more dynamic and effective learning environment.

RQ2: Are there gender differences in the attitudes toward online teaching during the COVID-19 pandemic at Kings University College?

The objective of this research question was to find out the attitudes of lecturers towards online teaching based on their gender. An independent samples t-test was therefore conducted to find out the differences between in male and female attitudes towards online teaching. The normality of the dependent variable was tested using the Shapiro-Wilk Test. The results of the analysis have been presented in Table 3 below.

Table 3: Comparison of means of attitudes towards online teaching based on respondents' Gender

	Mean	Std. Deviation	P value
Gender			
	3.9780	.52102	
Male			
	3.7897	.43932	
Female			0.00
Total	**7.7677**	**.48471**	

Table 3 reveals a statistically significant distinction between gender and attitudes toward online teaching ($p = 0.05$). Male lecturers ($M = 3.9780$, $SD = 0.52102$) at Kings University College exhibited more favorable attitudes toward online teaching compared to their female counterparts ($M = 3.7897$, $SD = 0.43932$). These gender-based findings resonate with existing literature that underscores disparities in technology adoption between males and females. Such discrepancies might originate from societal perceptions, early exposure to technology, and prevailing cultural norms. While some prior studies reported insignificant gender-related gaps, the present research underscores the imperative to recognize and address these differences to foster a fair and balanced integration of online teaching practices.

This gender-based discrepancy could potentially be attributed to divergent modes and purposes of technology utilization among males and females. Males might approach electronic resources with heightened enthusiasm and self-assurance in their teaching endeavors, possibly stemming from long-standing gender stereotypes and societal expectations. This could be emblematic of the "we can, but I can't" phenomenon, potentially influencing female lecturers' confidence levels while instructing students in an online milieu. Moreover, the emergence of the "digital gender gap" might be rooted in early-life experiences. Typically, males engage with technology-related activities from an early age, while females are often channeled towards pursuits associated with nurturing and aesthetics. This might emanate from parenting practices that afford boys more opportunities in sports and technology-related activities, while girls are encouraged to partake in reading and social interactions. These ingrained gendered experiences could potentially erode female lecturers' self-esteem and diminish their interest in technology-driven fields, ultimately impacting their attitudes.

It is noteworthy to mention Ayllon's findings (2022) reporting that female lecturers were awarded lower grades by their students during a semester marked by the transition to online instruction, compared to their male counterparts. This observation aligns with the assertion by Shalaby et al. (2021) that female lecturers faced significant challenges while navigating the intricacies of online teaching during the COVID-19 pandemic. Intriguingly, these results deviate from the study conducted by Guillén-Gámez et al. (2019), which found no gender-related disparities in the utilization of Web 2.0 tools or in pedagogical digital competence pertaining to technological gadgets. Similarly, the outcomes run counter to the research by Korlat (2021), which posited that gender did not significantly alter the attitudes of male and female lecturers regarding competency in digital teaching.

In contrast to these assertions, it is conceivable that female lecturers at Kings University College, driven by intrinsic motivation, found it more feasible to embrace online teaching for its intrinsic benefits. This notion resonates with prior research emphasizing the critical role of intrinsic motivation in influencing attitudes and behavior towards technology adoption (Deci & Ryan, 1985). Chen, Lien, and Jiang's studies (2008) further illustrate that individuals with heightened intrinsic motivation tend to manifest more positive attitudes and a greater eagerness to engage with technology.

The disparities in attitudes towards online teaching based on gender underscore the necessity for a deeper exploration of self-motivation and its sway on technology incorporation. Notably, female lecturers' attitudes might be swayed by their perceived self-efficacy and confidence in utilizing digital tools for instruction, a premise underscored by Bandura's work (1997). Female lecturers with lower self-efficacy might express more guarded attitudes, potentially contributing to the gender-based differences unearthed in this study. By acknowledging and leveraging these gender-based disparities and cultivating positive attitudes, educational institutions can take purposeful strides towards nurturing effective online teaching practices while promoting balanced and equitable technology integration.

Conclusion

To stop the spread of the virus, the COVID-19 pandemic seems to have motivated many higher educational institutions around the world to switch to online education. Although online education has been deemed the best alternative to in-person didactic classes, it may fall short of replacing traditional classroom instruction in all cases, including those involving certain professional and practical courses. The study was carried out to determine the attitudes of lecturers toward online teaching during the COVID-19 Pandemic at Kings University College. The study revealed that the majority of lecturers at Kings University College had positive attitudes and favorable opinions on their online teaching experience during the COVID-19 pandemic. The study further revealed that male lecturers at Kings University College had positive attitudes towards online teaching compared to female lecturers. The study also found that age did not influence the attitudes of lecturers towards online teaching. The main conclusion that can be drawn from this study is that lecturers at Kings University College appear to be remarkably adaptable and flexible to online teaching, despite the urgent circumstances and change brought on by the COVID-19 pandemic. Future investigations are necessary to validate the conclusions drawn from this study. Regardless of the findings of thisstudy, future research could embark on a comparative study on the challenges, attitudes, and perceptions of lecturers towards online teaching in public and private universities in Ghana.

Limitations of the study

The study has several limitations that should be considered when interpreting its conclusions. One significant limitation is the potential presence of social desirability bias among respondents. This bias may have influenced how lecturers perceived and reported their attitudes towards online teaching, as they might have provided answers, they believed were socially acceptable or expected, rather than their honest sentiments. As a result, the study's results may not fully reflect the true attitudes of the lecturers. Additionally, response bias could have occurred during the data collection process. This type of bias arises from factors such as lecturers providing inconsistent or inaccurate answers due to misunderstanding of questions, fatigue, or lack of motivation to provide thoughtful responses. These biases may have affected the accuracy and reliability of the data obtained. The findings of the study may be specific to the context of Kings University College during the COVID-19 pandemic. Therefore, caution should be exercised when attempting to generalize the results to lecturers in other institutions or different situations. Despite this limitation, this study contributes to the existing literature on online teaching and learning during the pandemic.

Recommendations

Since the lecturers at the Kings University College have positive attitudes toward online teaching, there will be the need for the Management of the Kings University College to set up a solid technological network infrastructure to help them teach their students effectively online. Again, the

study recommends continuous ICT training to enhance the lecturers' technological proficiency for successful online teaching.

Implications of the study

The present study makes a significant contribution to the field of education by examining the attitudes of lecturers towards online teaching during the COVID-19 pandemic, with a specific focus on Kings University College, a private university in Ghana. This unique and specific context adds valuable insights to the existing literature on online teaching and learning during the pandemic, providing a deeper understanding of the challenges and opportunities faced by lecturers in a private university setting in Ghana. The implications of the study's findings are essential not only for Kings University College but also for other educational institutions. Firstly, the study suggests that lecturers need to be equipped with better knowledge about the internet, e-learning tools, and the challenges associated with online teaching. To achieve this, educational institutions, including Kings University College, should prioritize providing adequate training and professional development opportunities for lecturers. By enhancing their digital skills and pedagogical knowledge in online teaching, lecturers can effectively navigate the complexities of virtual education. Secondly, the study sheds light on the critical importance of ICT infrastructure in educational institutions. Kings University College and similar institutions should invest in and upgrade their technological resources to support lecturers in delivering effective online instruction. A robust ICT infrastructure is crucial for ensuring smooth and seamless online teaching experiences, benefiting both lecturers and students. Thirdly, the study emphasizes the necessity for lecturers to embrace technology as a standard for 21st-century instruction. The COVID-19 pandemic has accelerated the adoption of online education, making it imperative for lecturers to understand and integrate technology into their teaching practices. By doing so, the integration of technology can extend beyond the pandemic, enhancing the overall quality of education and preparing students for the digital era. Lastly, the study highlights the role of policymakers in shaping the landscape of online teaching and learning. Policymakers in higher education institutions should take note of the study's findings and consider enacting supportive policies that encourage and promote active online teaching and learning. Such policies can provide guidance and resources for lecturers, empowering them to navigate online teaching challenges effectively. This study's significance lies in its examination of lecturers' attitudes towards online teaching during the COVID-19 pandemic at Kings University College, a Ghanaian private university. The implications of the study underscore the importance of knowledge, infrastructure, technology integration, and policymaking to enhance online teaching practices not only at Kings University College but also in other similar educational institutions. By addressing these areas, educators can better adapt to the demands of online education, ultimately benefiting both lecturers and students alike.

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