The Usage of E-Learning Challenges in the Namibia Educational Institutions: A Namibian Experience During Covid-19

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Abstract. In the Namibian educational environment during COVID-19 many schools were affected as a result of COVID-19 such as primary school, secondary school, as well as tertiary institutions experiencing challenges of eLearning platform usage as a means of facilitating teaching and learning among learners and students as most of them have to adapt to the new environment of the online platform. However, despite some schools had adopted and implemented eLearning the study discovered that many schools including universities do not fully utilize the platform implemented in their schools and as such many schools have been struggling to adapt to the new environment of online learning. The usage of eLearning across the globe has made work easier for both Lecturers, students, Teachers and Learners to access the system wherever there is internet connectivity. The study discovered that the adoption and implementation of e-learning have been a challenge in Namibian educational institutions due to the lack ICT knowledge to utilize the e-learning platform, hence it takes time for staffs to acquaint themselves with the new technology adopted or implemented.

Keywords: ICT, Namibian educational institutions, Students and Lecturers, eLearning.

1 Introduction

Our style of living has changed dramatically because of technology use, the way we learn and communicate, the way we teach has changed too (Nath et al., 2021). To enhance everything, technology plays a role. The use of ICT solutions particularly in higher education technology is an effective technological tool in learning (Crossley and McNamara, 2016). E-learning has become an important part of society today, comprising an extensive array of digitization approaches, components and delivery methods (Sangra and Gonzalez-Sanmamed, 2010). E-learning has become a thing of the day in facilitating learning in higher education.

Educational technology such as e-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or videotape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning (Arkorful and Abaidoo, 2015).

Educational technology and e-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led synchronous learning. It is suited to distance learning and in conjunction with face-to-face teaching, which is termed blended. Namibia educational institutions have been experiencing challenges (Verma et al., 2021).

The objective of this paper is to design a framework that can help improve the adoption of electronic learning during the Covid-19 epidemic to enhance teaching and learning.

1.1 Problem Statement

Despite that fact that Namibian educational institutions are equipped with computer labs, smart board, free wireless internet, local area networks, state of art technologies which can facilitate the use of online/remote teaching and learning. Students and lecturers lack the skills, knowledge and devices to enhance and enhance the utilisation of e-learning. The Lectures are used to traditional ways of facilitating learning, while students depend on lectures to
learn and continue learning. During the hit of Covid-19, the university emphasised the utilisation of Moodle, a learning management systems already existing at the university. Introduced Microsoft Teams and Zoom services. However, Students and lecturers were faced with many challenges to adopting the implemented systems.

It is with this existing problem that a framework to guide the adoption of electronic learning (e-learning) is designed to guide higher institutes of learning. The developed framework will enable the implementation of e-learning which can be adopted by other sectors enabling facilitating learning online.

The main objective of this paper is to develop a framework to guide the adoption and implementation of electronic learning in Namibian educational institutions. This paper provides the view of the Namibia University of Science and Technology students and lecturers framework. The reason for this framework is to ensure that the Namibian educational institutions implement the eLearning services successfully. The main question benign addressed in this paper is: How can a framework be developed to improve smooth adoption and implementation of electronic learning without challenges?

2 Overview of eLearning System in Namibian Educational Institutions

Namibian educational institutions are one of the educational institutions that keeps up with the pace in the usage of ICT infrastructure and new technology trends.

Namibian educational institutions over the years has been experiencing challenges in the implementation and adoption of e-learning due to lack of human capital and technical skills on the staff who are fully equipped to utilise the technology platform implemented in the institutions.

Students, Learners, Teachers and Lecturers Namibian educational institutions can use e-learning to enable them to learn anytime and anywhere. E-learning can include training, the delivery of just – in time information and guidance from experts. The benefits e-learning can offer is that it has quicker delivery cycle times than traditional classroom-based instruction (Welsh et al., 2003). However, because of the speed and ease in which e-learning is delivered, the costs of learning and development for an organization are drastically reduced. In addition, there are immediate cost-effective gains of e-learning in terms of reducing training time as well as cost-effective savings in terms of trainers, course materials, travel and accommodation. However, it is equally important to highlight that e-learning, when done right, can also improve an organization’s profitability.

3 Methodology

Based on the research aim, the qualitative interpretive methods were selected to understand and examine the implementation and adoption of e-learning in Namibian educational institutions.

The qualitative Interpretivism methods were selected primarily because it allows researchers to gather data of subjective views and opinions from both students, learners, teachers and lecturers who were engaged in the study. The semi-structured interview technique was selected primarily because it enables the gathering of rich data, through insightful view and opinion from the participants (Rowley et al., 2011). The semi-structured interview technique allows flexibility during data collection, this includes instant probing of participants answers, as this was done over the telephone. According to Draper and Swift (2010), the interviewer has the flexibility to rephrase and restructure the questions during the interviews.

The data were analyzed to get a better understanding of the adoption and implementation of e-learning in Namibian educational institutions.

4 Developments-framework Development

This Namibian educational institutions framework developed would improve smooth adoption and implementation of electronic learning without experiencing challenges since this educational framework would act as a centralized online platform for self-study, new skills-acquisitions and self-improvement among learners, teachers, students and Lecturers in Namibian educational institutions when
adopting and implementing eLearning. The educational framework developed is also addressing the issue of information exchange and communication among learners, teachers, students and lecturers between Namibian educational institutions.

5 Results

The study found out that the adoption and implementation of e-learning have been a challenge in Namibian educational institutions due to the lack of ICT knowledge to utilize the e-learning platform, hence it takes time for staffs to acquaint themselves with the new technology adopted or implemented.

A total of 30 participants which includes students and lecturer from 5 departments at NUST were engaged in the study and semi-structured questionnaires were distributed through Google form link.

Students, Learners, Teachers and Lecturers Response Rate

The study was conducted with the Namibian educational institutions in Namibia with students, learners, teachers and lecturers. A total of 18 participants responded to the semi-structured questionnaires of which 38.9% represents male while female 61.1%.

Figure 2 below represents the number of participants that were engaged in the study which means female were the majority to respond with a 61.1% response rate while the minority were male with a response rate of 38.9%.

The study distributed Google link form to different age group as represented on the pie chart above in a form of age group response rate in percentage. The age group between 18–25 response rate were 22.2%, age group between 26–35 response rate were 55.6%, age group between 36–45 response rate were 16.7% and the age group between 46 and the above response rate was 10% represented in green colour to represent participants who fall in the age group between 46 and above.

Figure 3. Learners, teachers, students and lecturers age group response rate.

The above represent the gender, age group and the number of participants who were engaged in the study of which the female was 11 while the male was 7 as depicted on the table above.

The participants engaged in the study indicated the adoption and implementation of e-learning has been a challenge in Namibian educational institutions due to the lack of ICT knowledge to utilize the e-learning platform, hence it takes time for staffs to acquaint themselves with the new technology adopted or implemented.

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6 Business Benefits

The Namibian educational framework developed would enable educational institutions in Namibia to improve
their engagement with each other’s, improve knowledge retention, encourages learning between Namibian educational institutions, encourage collaboration among learners, teachers, students and Lecturers and students, learners can learn useful life skills through the technology educational framework developed.

7 Recommendations

The study recommends the following:
Proper training should be introduced in advance when adoption and implementation of

- E-Learning in Namibian educational institutions Students, Learners, Teachers and Lecturers.
- The government of Namibia should invest in online platform to assist Namibian educational institutions to successfully adopt and implement eLearning.

8 Conclusions

The adoption and implementation of e-learning in Namibian educational institutions has been crucial for students and lecturers to execute their academic tasks efficiently and effectively in the delivery of educational technology that enables lecturers and students to access study materials online and as a result, this can improve the performance of the students.

References


