ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS AND STUDENTS' PERCEPTION ON MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID-19

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Abstract:

Purpose

Recently the emergence of covid-19 pandemic has altered the workplace environment for learning from the traditional classroom to e-learning. Although efforts have been made to enhance of lecturers, there exist inadequate information on the impact of such approach. Hence, this study is designed to assess the strategies to enhance work performance of lecturers transitioning from traditional classroom to e-learning during the COVID-19 lockdown in in Nation College Ireland. The research made use of quantitative method to evaluate students' and Lectures perception on the transition from Traditional mode of learning to e-learning and how it affects their performance

Design/Methodology/Approach

A cross sectional study was carried out involving the use of a pretested semi structured twenty-nine item questionnaires. The questionnaires were administered to respondents (lecturers and students) of National College of Ireland (NCI) via an online survey using convenience sampling technique; necessitated by the lockdown restriction in Ireland during the time of the study. Descriptive and inferential statistics was analyzed using statistical package for social science (SPSS) software, version 21.0.

Findings

A total of 18 lecturers and 65 students from NCI participated in this study. All (100%) of lecturers and students reported they have internet access and majority (60%) of them have an e-learning work space. While a similar proportion of lectures (33%) and students (30%) alluded not having enough materials to facilitate and participate in e-learning, the performance affected

by the change was different. Student engagement (56%) and lecturer delivery (39%) were areas of performance reported by lecturers affected by the change. On the other hand, almost half (49%) of students reported that student-lecturer relationship was affected the most by the change to e-learning. There was no significant difference between traditional classroom learning and online learning ($p>0.05$). A stakeholder's forum for strategies that optimizes the benefit of both traditional classroom and e-learning is strongly advocated.

Practical implications of study

As a result of the Covid-19 restrictions lecturers who have to move online learning would be able to adopt the findings of this research to their successful integration into the new mode of learning. This study enables practitioners to identify the likely challenges they would encounter during the process and also implement the solutions provided to help them overcome the limitations associated with the process.

Keywords: e-learning, Work performers, Classroom learning COVID-19

Submission of Thesis and Dissertation

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Research Students Declaration Form

(Thesis/Author Declaration Form)

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Contents

CHAPTER ONE

1.1 Introduction

Performance in the work place connotes the behavior of workers in doing their jobs towards achieving work place productivity for various tasks over a given period. According to Motowildo and Kell (2012), the ability of an individual to perform in a work place is subject to individual personality traits, their motivation, intelligence, experiences, skill as well as the interpersonal relationships between them and their co-workers in the work environment. These factors are considered in an employee work performance review. Managers and human resources personnel are responsible for observing work inadequacies and counterproductive behaviors which are important for understanding the performance of an individual in achieving company goals. They track this through work performance evaluations (Ellinger et al., 2010). Performance evaluations cover measuring productivity, supervisory ratings, absenteeism, output, promotion and salary structure (Brown et al., 2011).

The sentiments employees have towards their organizations may affect their job performance. According to Richardson (2014) negative impressions towards one's organization are caused by conditions of work environment that the employees must function in. This includes the organization's system of acknowledging individual output, the type of managers and superiors they work under, their recruitment strategies the expectations the employers have of them and the reward systems in place. So it's important for managers and human resources to put in place strategies that ensure positive and encouraging communication of the firm's objectives. According to Manley et al (2011), these strategies in order to garner the best performance must

revolve around corporate human resource structures which are “person-centered” takes into account the efforts made by individuals and provide appropriate reward systems for works done.

Work performance strategies not only benefit the employees’ functions in work place but also benefit the employer. This happens when the strategies improve ones’ satisfaction with their work environment following improved quality of work life, good work environment, health and security; all of which improves job satisfaction which leads to high level of performance. This translates to the firm’s growth, improved sales, sustainability and competitive advantages (Gayathiri and Ramakrishna, 2013).

On an individual level, strategies to enhance work performance have been considered by workers for their use to improve work output. Performance enhancement drugs like Ritalin and Adderall have garnered the attention of researches for their increasing use to improve cognitive functions and enabling workers meet deadlines, and function optimally (Garasic and lavazza, 2015). Performance enhancement drugs in healthy people improved cognitive functions in the area of concentration, alertness, memory and performing executive functions (Patridge et al, 2011).

Poor cognition, even those associated with mental fatigue and sleep deprivation have been observed to cause a dip in performance of employees and an increase cost in terms financial and human resources management (Rosekind et al, 2010). Individual mental cognitive ability is the most important determinant of work performance. Studies (Schmidt, 2002) presented that a strong cognitive ability is the best predictor of an individual performance in any work setting and should be a useful metric to consider when hiring. Trace et al (2010) agree that general mental and individual cognitive ability have proven to be a good predictor of work performance and are important elements of performance ratings. They also argued that these cognitive functions are important during company capacity building such as work learning curves, employee

understanding and quick grasp of the role mandate, and helps them maintain command of the company's operating procedures. Studies by Ohme and Zacher (2015) also highlight the role of mental cognition in achieving excellent work performance. They argued that high mental cognitive abilities always show a positive association with high performance ratings.

On a contrary note, Hosie et al., (2016) argued that cognitive ability might not be the best metric to judge performance, rather, the individual emotional intelligence ensures that individuals operates with the considerations of every action they take including emotional management against challenges, empathy and relationship building. Emotional intelligence guides employees to achieving work place performance.

At the end of 2019, there was report of the outbreak of the novel corona virus disease Corona Virus (COVID-19) which began to spread in Wuhan, China. This spread which was unprecedented continued into countries and by March 2020, the World Health Organization (WHO), declared the diseases a global pandemic, recommending social distancing measures, quarantine and screening of people that have been exposed to the virus in order to curb the spread of the disease. The international organization declared COVID-19 a pandemic on March 11, 2020 (WHO, 2020a). Viner et al (2020) alluded that the rate of infection of the virus has implicated the education sector of most countries as schools have had to close in order to limit person to person contact that may lead to the spread of the disease, By March 28, 115 countries had school closure in response to curb the spread of the disease.

Consequently, the need or a thriving education sector in the COVID 19 pandemic era led to the adoption of distance learning approach. According to Favale (2020), not only has the internet provided a means for student to continue learning during the COVID-19 lockdown period but the presence of a virtual environment enhanced online activities which increased the campus online

traffic and also proved that the availability of internet resources helps overcome the challenges of continued institutional operations which may have been hindered or stopped by the lockdown order. This helped some institutions however remain active through the virtual learning environment (VLE) also referred to as e-learning through email, online conferencing applications and internet chat groups (Mousani et al, 2020); other institutions however found it challenging to follow this trend due to inadequate technological and technical resources as well as institutional preparedness.

However, the impact of the transition from the traditional classroom method of teaching to the VLE on lecturer's work performance has received some attention. This has led to the introduction of several improvements of VLE. Therefore, this project is designed to assess the strategies to improve work performance of lecturers moving from classroom to online learning due to COVID 19.

1.2 Problem Statement

According to the World Bank Group (2020), online learning is the safest and best means of delivering learning to students due to the pandemic outbreak and its associated social restrictions. Jonas and Burns (2010), argued that some institutions lack the resources to transition from in person to online learning while Evans and Luke (2020) suggested that online learning is hindered by motivation and technological preparedness and resources of both institutional instructors and the students but however, suggested that given the right institutional strategies, e-learning may be almost as effective as traditional classroom learning.

Due to the new learning environment, there is concern that traditional learning is the true best form of learning and the challenges of online learning can be measure due to various factors including access to e-learning resources, living situation of both teachers and students; most of

which live with family or with roommates and therefore have to share household resources such as work space and computer (Aboagye, Yawson and Appiah, 2020). Additionally, the lack of physical engagement attached to e-learning makes it difficult for student and teachers to learn and teacher each other through immediate question and answer and through arguments and sharing Opinions. However, according to Redmond et al (2018), this learning centered class engagement associated with traditional learning can be replicated within the virtual environment through online chat treads, forums and social media classroom groups.

The problem now is how lecturers can understand the various restrictions, challenges and good practices of online learning and know how to work with them in order to play their role as educators in contributing to delivering learning through the virtual environment in the most immediate strategies that enables them enhance their work performance.

In the production industry, JIT is a strategy used to meet up with the immediate requirements for operations in manufacturing and sales for the changing market. According to Radisic (2005:p.1), "JIT can be defined as producing the necessary units, with the required quality, in the necessary quantities, at the last safe moment. It means that company can manage with their own resources and allocate them very easily". Therefore, Just-In-Time (JIT) strategies are technical measures used to meet up to delicate work conditions which requires the initiators to match the needs of a situation with the right energy, resources and decision making with immediacy of timeliness between the rising need and the solution (Lu et al, 2010). Consequently, this study seeks to explore JIT strategies to enhance work performance of lecturers enforced to move from classroom to online learning.

1.3 Aim and Objectives

This research seeks to analyze just-in-time strategies to enhance work performance of lecturers enforced to move from in-person classroom to online learning due to the COVID-19 pandemic. Therefore, the research objectives include:

1. To determine the effect of online tutorship on lecturers' performance
2. To determine the level of communication required of the lecturers to make adequate impact on student in remote learning environments
3. To determine the best approach for ensuring the level of understanding of students over the duration of a session or module, given the lack of in-person contact challenges they face

1.4Research Questions

i. How does moving from in-person classroom to online learning affect lectures' work performance?

ii. What level of oral or written communication is required by the lecturer to facilitate student learning online?

iii. What is the best approach for ensuring the level of understanding of students over the duration of a session or module, given the lack of in-person contact challenges they face?

1.4 Hypothesis

HO1: There is no significant difference between in-person learning and online learn on lecturers' work performance

HO2: There is no significant difference in workload of lecturers between in-person learning and online learning

1.5 Significance of Study

At the end of this study, the impact of transitioning from in-person to online learning would be apparent. This will provide insights to universities, lecturers and students on what it will require of them to make that transition. This relevance is on the basis of technical abilities, resources and personal orientations towards learning in an environment without in-person contact. Additionally, this is particularly relevant to continued learning in the COVID-19 pandemic outbreak period and will also set a framework for continued learning in the event of any other situation similar to the COVID-19 pandemic including other disease outbreak such as epidemics and viral spreads. This relevance also extends to conflict and insecurity events and incidence which may affect on-location learning across schools and educational facilities.

1.5 Justification

The COVID-19 pandemic lockdown forced 60% of the world's educational sector to close in an effort to contain the spread of the disease which consequently puts millions of students out of the learning system (UNESCO, 2020). In an attempt to motivate continued learning, teachers have been obligated to adopt the practice of universal distance education to which fortunately, teachers and institutions around the world have committed to putting effort into transitioning from their routine work environment to a new system to perform their duties as instructors. According to the International Labor Organization (2020), teachers face challenges with the process due to lack of skills and adequate equipment to facilitate their responsibilities. Consequently, the transition from in-person to online learning has been a challenge to teachers in Ireland due to them being overwhelmed with student work as they have to hosting live sessions, to which the Department of Education (2020:p.4) advised that'; "It is essential that teachers develop strategies and access support as necessary to safeguard their own wellbeing''.

Ultimately, the strategic approach is necessary to aid teachers perform their role more efficiently. This study therefore considers the strategies for which at the immediate period, can help enhance lecturers work performance so as to drive continued learning as they transition from the classroom status quo, to online learning.

1.6 Scope and limitations

This study uses the perception of lecturers and students of the National College of Ireland to answer the research objectives. Given that enhanced work performances is a reflection of high cognitive ability cognitive ability and assessing the abilities of the instructors to adapt to transition to online class delivery is an important component of the transition, however due to the research methodology, this would not be treated in isolation and would only be featured in the study as supporting arguments. This study uses a perception type methodology to approach the research aim of this project. This research is therefore limited by responses to closed-end questionnaires developed from Al haraisa (2017); El-Seoud et al (2012) and, Jonas and Burns (2010).

CHAPTER TWO

2.0 Literature Review

2.1 Introduction

This chapter will review relevant literatures on traditional learning, online learning, and the transition from classroom to online learning including supporting topical literatures including challenges associated with the transition. Secondly, the chapter examines the literatures concerning work performance, work performance management, work performance enhancement and topical issues on lecturer's work performance enhancement, change management and the concept of just-in-time (JIT). Finally, the chapter discusses the various literatures relevant to COVID-19 pandemic and the associated impact of COVID-19 restrictions.

2.2Traditional Learning

According to Yani (2013) the classroom provides a fundamental learning environment with social and communal interactions between students and their teachers where opinions, questions and understanding are shared. This allows for argument and the development of original ideas, at the same time motivates learning. In contrast, various non-traditional learning environments do not provide the same level of social interactions as traditional class room learning in spite of the ease of access in communication across distance. Often, parties (teachers and students) must make concessions to the other in order to achieve nearly as much interactions. However, the

studies also suggest that online environments take away certain inhibitions which provide a more person centered learning; and motivates participation from students; a factor that may be lacking in the classroom. Studies have also shown that students commit more to complete their coursework when in traditional learning environment due to its rigid nature and discipline in terms of time, resources dedicated by students to learning in class. Conversely, the flexibility of non-traditional learning environment often gives students the perception that they could dropout at any time consequently; there is a 10% - 20% higher course completion rate of traditional learning student.

According to Zhans, et al (2014), the benefits of traditional learning are centered on efficient inter-personal communication which includes immediate feedback from instructors to students which facilitates a coherent fast paced learning. The classroom therefore encourages development of social and educational relationships between students and instructors as well as between student and fellow students. Consequently, this system provides avenue for motivation and the cultivation of a social community. The traditional learning environment is not entirely student-centered and learning is done with respect to the instructor's instincts including the choice of questions, assessment, time and location.

Traditional learning usually occurs in a classroom which is structured within an institution. It occurs in a more socially driven environment than a personal learning situation with day to day activities. Traditional learning in higher institutions involves stakeholders of various stations including students, teachers and administrators interacting with each other in-person. These stakeholders create the social learning experience which is derived from teachers and fellow students at which point, ideas, and points of views to learn from, are shared (Eriksson and Letth, 2019). Mosalanejad (2012) studied the level of competency attributed to traditional learning in a

comparative analysis with e-learning. The study revealed that interpersonal learning develops the study of facts in both theoretical competency and practical skills as opposed to non-traditional learning. Therefore, the study concluded that traditional classroom learning is the better of the two forms of acquiring education and students respond more to it even though they may enjoy the flexibility associated with the virtual learning environment. In conclusion, the study suggested that the advantages of virtual learning are best complementary to traditional learning in a blended learning environment. Consequently, it is to be used as a tool to in teaching alongside the classroom activities.

Benehova (2012) however argued that there is no evidence to suggest that traditional learning is better than electronic learning. The study argued that e-learning maintains all the attributes of traditional learning in the form of argumentative learning through student-student interactions, and questions and answers. The study suggests that traditional learning is centered on the teacher during classroom activities and it encompasses the participation of the entire class in a more socially driven context and it is the role of the instructors to structure learning following the institutional guidelines. Additionally, the study suggests that traditional learning follows fixed timetable over fixed schedules and fixed curriculum. Teachers must generalize learning because there is little room to personalize feedback and focus. In conclusion, the study noted that traditional learning is the only practical option for learning in pre-tertiary educational institutions because early education demands that learning is first conducted in a traditional setting before innovative technologies can be used to facilitate teaching and learning.

The literature by Wolf (2010) summarized that the age-old traditional teaching methods in classrooms with paper based books have been effective more so for a one directional teacher to student learning where the teacher plays majority of the active role to pass down information and

ask most of the questions. In this situation, the student is expected to adhere to the concept of what is being taught and how to receive the teaching. This system is however found to be most beneficial to the gifted and the top four of the class; which is predicated on their ability to process untargeted information. This distinction exists because individual students' personal inclinations are usually ignored for the general learning experience. The study also suggested that teaching could be enhanced when the attributes of traditional learning are used to guide more personal learning. These attributes include collaboration and motivating students to ask questions.

2.3 Virtual Learning Environment (VLE)

According to Tanis (2020) for online learning to be effective, it must integrate the strategies of traditional learning culture into the virtual learning environment (VLE) including qualitative learning from teachers to students and student to student in a safe environment built on adequate communication. This also involves consideration for the social presence between the stakeholders.

Considering Chickering and Ehrman's expansion of the seven principles of good practice; collaboration, engagement and differentiation; proposed that within the e-learning virtual learning environment, there should be collaboration and communication between faculty and students; learning should be prompt; scheduling and deadlines should be appropriate; high performance should be expected; and instructors should consider individual learning preferences. (Ritter and Lemke, 2000). As opposed to the classroom lectures notes, VLE lecture recordings serve a useful tool for university students. This falls under Technologically Enhanced Learning (TEL). These materials are usually used with lecture notes and are published on the VLE. The efficiency of lecture capture materials is dependent largely on the student reception of the

recording itself. Therefore, this condition is similar to comprehension in the traditional classroom environment which consequently, the content of a lecture record is most effective if it considers the perspective of the student and additionally, it remains unresolved whether lecture capture provides other attributes of the traditional classroom such as experience sharing, student inclusion and individual learning perspectives of the student; therefore an effective VLE lecture considers the efficacy of the lecture captured and the interaction between the student and the lecture materials as well as the process of gathering lecture materials (Evans and Luke, 2020).

Although e-learning is viewed to be dependent on student active role in their education, according to Evans and Luke (2020), there is little literature to suggest the student actively play such roles in e-learning than in a traditional classroom context especially in a question and feedback situation.

Under virtual learning environment, studies have shown that holographic video conferencing technology enhances instructor presence. This technology simulates the traditional classroom presence of the teacher and inspired similar attention. According to Li and Lefevre (2020), in spite of this benefits, the technology is uncommon in teaching and education compared to other VLE technologies, however, the technology is well received and the virtual presence motivate the attention of students to learn. Additionally, pre-recorded holograms have served a useful role in contemporary learning. The drawback to this is that it limits the level of interaction between the teacher and students.

Because of the level of communication require in teaching, language considerations are also given attention to within the VLE. According to Mathew (2020), most current e-learning technologies are taught in English thereby creating a language barrier for non-English speaking students. Studies however show that there is no significant effect in the perception or

performance of students with average English language proficiency. Consequently, considerations required for English language in e-learning system to appeal to the average speaker and may or may not require the inclusion of subtitles.

According to Mousani et al (2020), it is relevant to learning if institution measure the e-learning atmosphere before establishing a VLE. Therefore, considerations for the study period of the e-learning program and the nature of the e-learning environment as well as the view of both students and instructors on factors that affect the e-learning environment would facilitate quality of teaching, effectiveness of the course program, safety and convenience, ethics and professionalism, student support and adherence to the guidelines surrounding the e-learning environment.

2.4 Transitioning from Traditional Learning to Online Learning

Various literatures have suggested processes involved in the transition from traditional classroom learning to online learning. Espada et al (2019) suggested the flipped classroom method which involves inverting the traditional classroom in a situation where topics are presented to the student in virtual environments before classes so they can avail themselves with the topics to be treated in the next class. Therefore, students do a pre-class work from a virtual environment by watching lecture clips and studying internet materials to gain knowledge to later apply in the classroom. The instructors play a role of guide to help them master the skills they learnt before the class appointments. Here the student only focuses on application in class whereas the bulk of the learning is done at remotely. It is important that the teachers develop the virtual course module environment properly to be sufficient in assisting the students learn on their own.

According to Redmond et al (2018), online engagement is key to transitioning from the classroom to the virtual learning environment. This engagement can be achieved through emotional, social, collaborative, cognitive, and behavioral engagements. Therefore, instructors can provide emotional engagement to students by communicating and informing students on relevant online resources in a supportive manner to ensure they do not feel isolated. Secondly, instructors can provide social engagement by creating a sense of community similar to traditional learning. This can be achieved by creating discussion platforms and allowing the students to participate. Instructors can also allow students to have their own private discussion platforms without them (instructors). This is to enable them communicate within themselves in a more comfortable manner with their peers. Thirdly, motivating collaborative engagement will ensure that the student community work together and provide the necessary support to each other. And lastly, the cognitive engagement, this means that instructors should design the virtual class modules according to their intended assessment and student learning capacities.

According to Stewart (2012), it is not enough to replicate the traditional learning setting to an online learning platform but to also design the course from the perspective of contemporary tutorship and education. This transition from in-person to online learning should be participatory allowing peer to peer collaboration and contribution of each individual to the learning process. Instructors should also design course work to reflect quality learning experience using the best fit learning technologies and motivates students' engagement in the course topics. According to the study, the instructors' transitional strategies should revolve around learning, active participation, community and support, teaching and study activities.

According to Gammmie (2012), work based learning can transition from classroom to online learning to accommodate the schedules of working professionals through web-based learning.

Lectures are therefore delivered through webcams and audio systems, portable document formats and slide presentations, resources websites for study materials and discussion threat from communication between the instructors and students as well as students and students.

2.4.1. Challenges of Transitioning from Classroom to Online Learning

Transitioning from in-person learning to online learning is not always as smooth as previous literatures examined. Challenges exists which may hinder or discourage the adoption of learning in a virtual learning environment; according to Jonas and Burns (2010) limitations can be in form of ICT literacy where the individual finds it difficult to navigate through the web-based technology; to which the students in this case may find problems opening emails, attaching documents, or choosing the right format to save a document; additionally, students may also face challenges of from learning in isolation; this is because the virtual learning environment provides the convenience to study anywhere, however, this does not help people who desire in-person interaction to facilitate their learning experience; although, discussion boards are the closest solutions to this, however they may as well lack the desires impact the student needs and thus challenges also develop as a result of insufficient source of motivation; this is especially particular for remote learning where constant motivation is required to enable student continue to participate in the program but however, e-learning is especially tough for lecturers and instructors as they face frustration and over use of their time to prepare the modules as well as maintain other responsibilities involving the students and the VLE.

2.5 Work Performance Enhancement

Performance is the act of doing a job considering every behavior employed by working individuals in order to achieve a goal or set of goals for an organization independent of other relating work place factor such as productivity and success (Jacobs et al, 2011). Behavior is

however not the best word to describe the antecedent of work performance. Hosie et al (2016) argued that emotional intelligence (EI) as well as intelligence quotient (IQ) is the factor that motivates work performance. However, because of the associated ability of individuals with high emotional intelligence to manage their actions through self-awareness, discipline, empathy and perseverance, E.I is the most important antecedent of high work performance. This idea is however not shared by most scholars who believe that high and efficient work performance is a reflection of high intelligence as conditioned by high cognitive abilities and believes it's the most reliable metric for predicting the performance of an individual in most work situations. An individual's ability to accept information, process work commands and follow the organization's standard operating procedures with speed and efficiency is what makes cognitive ability the best factor for work performance. This indicator is used by many organizations because intelligence and cognitive requirement for job performance is more quantifiable than emotion; these cognitive abilities can be cross referenced with the nature of work the individual is expected to do to suggest how well they would perform and yield the desired outcome (Ohme and Zacher, 2015; Schmidt, 2002; Tracey et al., 2010; Zhou et al., 2018).

2.5.1. FACTORS IMPACTING WORK PERFORMANCE ENHANCEMENT

When cognitive factors are condensed into work behaviors; job performance essentially connotes to the proficiency in specialized behaviors expected from the professional in their various industries such as industry specific skills including technical operations, salesmanship, business closures and all facets of management etc. These are the skills firms use to achieve their overall objectives and the proficiency and accomplishments of individual in these work behaviors are the basis for reward systems and promotions. This is according to Sonnentag, Volmer and Spychala (2008). The study also explained that high cognitive ability is the foundation of work

performance and is good for assessing potentials for efficient work performance at least ahead of emotional stability which is not just as goal oriented.

Individual cognitive abilities aside, studies have shown that individual job performance can be enhanced with respect to the team in which they belong. According to Brake et al (2018), an increase in the number of team members corresponds to an increase in each individual performance as well as work output and vice versa. The study further explains that this improved performance associated with teams is as a result of cumulative cognition of members, their shared experience and techniques achieve their ultimate goal.

The use of multiple team members is however not always ideal as studies have shown that such teams are not cost effective and most firms opt for the efficiency that can be derived from a single individual assigned to a single task (Richardson, 2014). According to the study, companies prefer to set up strategies that enhance work performance for individual employees. The literature went further to reveal that management strategies important for improved performance must be expressions of positive enforcement of skill, opportunity and motivation because job performance is heightened under safe, relaxed and convenient work environments.

Legget, Bertram and Stranton (2011) agree with this fact. In their study on High Performance Work Systems (HPWS) in the health care work industry, they suggested that job performance can be enhanced following the placement of HPWSs which provides psychological empowerment to employees enough to motivate improvement in job performance. They also submitted that the tools for putting these strategies in place are policies and human capital investments that encourage the use of these high performance systems.

Therefore, managers, human resources and company administrators have a responsibility to recognize and invest in social capital for their employees to secure their learning which would improve work performance about technical know-how, communication and interpersonal skills which ensure cooperation between employees (Ellinger et al, 2016). The authors also argue that similar investments should be made for the managerial staff. Coaching the management, gives them the efficiency in identifying and acting on job performance problems that may arise within the organization. Effective communication is usually the skill manager must hone in order to implement the appropriate strategies to improve performance and implement a proper employee work assessment. Richardson (2014) also agreed that proper lines of communication, performance training and performance assessments are important tools for achieving these strategies. In a performance assessment, these strategies reflect the cognitive abilities of individuals. The learning and coaching involved in performance enhancement ensure that employees are mentally equipped to handle their work mandate and improve their performance.

Because of the associated reward system with high work performance, and meeting up to work their mandates, working individuals have also shown interest in personal performance enhancement. Patridge et al (2011) reported that the need to improve cognitive performance for the sake of work is the reason for the increasing use of performance enhancement drugs such as Adderall and Ritalin. The associated mental alertness, concentration and improved memory of these smart pills are effective for learning and working. These are however, controlled substances and not readily available to everyone.

2.6 Work Performance Management

Performance management is the continual process of communication a manager initiates with an employee about their work activity in line with achieving the company's goals. This

communication process involves clarifying expectations, goals and target objectives, and at the same time establishing a review and feedback process (Berkeley.edu, 2020). According to Manley et al (2011) managers must create an enabling approach to performance management. Their leadership style and decision making should be enabling to allow learning. They should welcome creativity and innovation and act with moral intent. For an effective performance management, managers must understand the performance needs of their team and strategically influence these requirements to improve performance and productivity (Leggat, Bartram and Stanton, 2011).

2.6.1. Impact of Change Management on Work Performance

"With the emergence of the knowledge society, lifelong learning has become a necessity for the twenty first century society" (Schrittesser, Gerhartz-Renter and Paseka, 2014: p.1); according to the study, this new society has moved beyond the traditional teacher-centered form of learning. Thus the need for a change in the educational system becomes apparent and individualized learning becomes the new status quo. As a result, organizational change management is required in institutions to initiate this new innovative learning culture. According to Ceulemans, Lozano and Alons-Almeida (2015), this involves moving the structure of higher institutional learning from certain status quo (classroom) to the more improved state (virtual environment). To achieve this improved state, the component of the system should follow a change process that is continuous and sustainable-oriented where the entire part of the system is treated holistically through the change process (Lozano, 2011).

Zuber-Skerritt and Louw (2014) suggested that leadership development programs within the institutions are relevant to effect practical institutional change to motivate the advent of innovative learning in theory and practices for sustainable change management. The study

suggested that senior academic staffs within the institutions are best positioned to drive this leadership development programs on the basis of qualitative study to effect the change to the new status quo. These stakeholders who are responsible for driving such institutional change may navigate through the process by learning about the various components of the change process including what is expected of them and the expectations they have of other parties involved. This learning process may occur "through trial and error or through religiously reading the manual" (Cameron and Green, 2009: p.15); consequently, learning for change that is individualized and therefore left to the discretion of stakeholders to choose which of the learning process to adopt.

2.7. Just-In-Time (JIT) Strategy

Conditions in the work place change which eventually motivate the need for strategies to allow the employees adopt to the new trend in order to continue functional operation of their firm and meet the need of the stakeholders for an integration with the new workplace reality (Singh, 2009).Wegge and Haslam (2005) suggested that goal setting strategies help motivates employees in a workplace change situation. The study also suggested that the sense of community associated with setting up teams to drive a change process is an effective strategy used to facilitate the transition. According to Lu et al (2010), strategies to improve work performance should be prepared in the event of a stressful workplace development. When working conditions changes, "heavy workload, organizational constraints, lack of work autonomy, and interpersonal conflict" are some of the byproduct of the new development. Therefore, strategies implemented to address this must attend to improving employee ability to cope with the new situation as well as improve work performance. Therefore, it is beneficial for counter measures against compromising workplace novelty to focus on employee ability and work performance evaluation

as response. Consequently, the use of just-in-time measures at this critical stage of the work place evolutions is appropriate. According to Phogat (2013), just in time (JIT) measures are set in place in order to limit waste of productivity and to encourage the use of specialized techniques that secure the right amount of energy to a project, at the right time to match workplace changes. JIT is a strategy commonly used in the production and manufacturing industry developed by the Japanese in order to secure business continuity after the impact of the World War II. Based on the Japanese industry adopting JIT involves the members of an organization follow 10 principles including:

- Discontinue the Status quo
- Be optimistic about the new system
- Failure is not an option
- Spend less energy on perfection and focus on every little milestone
- Correct mistakes as they occur
- Maintain constant analytical thinking to challenges that come
- Scrutinize the quality of your efforts
- Rely on experiences and knowledge from others
- Do not set a limit to how much that can be achieved

Al haraisa (2017) however argued that just in time (JIT) specifically concerns having the right resources, in the right quantity and quality in the right place in a timely manner

2.8. Impact of E-Learning on Lecturers' Performance

Within some higher institutions, lecturers have accepted the novelty of working remotely and have adopted it into their work patterns. Additionally, it's been observed to improve their work

rate. The successful integration of these e-learning technologies in institutions has also motivated the teachers' appreciation for the framework. This has affected decision making at various levels of the institutions as well as the government (Mbengo, 2013). Aundree (2012), suggested that the advent of e-learning has reshaped the identity of the university lecturer. This has caused them to reestablish what is considered effective in their trade including how to teach and what to teach. This impact extends to the nature of social interaction they adopt with the students. El-Seoud et al (2012), there is a direct causal impact of e-learning and lecture motivation which is based on the availability of the right web-based infrastructure, the hardware and software resources to house the learning environment and finally the stakeholder development including the necessary training, capacity building and technical assistance.

According to Makhaya and Ogenge (2019), given adequate institutional resources, lecturers are willing to adopt e-learning and agree that e-learning is a useful learning tool. The study was conducted on 55 lecturers of Conventional High Institution. It was eventually concluded that E-learning works when infrastructures and institutional corporation with counterpart who are also trying to adopt the same virtual learning system. Jethro, Grace and Thomas (2012) submitted that e-learning and its effects on teaching is also geared towards student success almost as much as the traditional classroom; therefore, to achieve this success, policy considerations must be done as well as the adoption of various e-learning components such as Synchronous lecture delivery, and facts pointing to e-learning effectiveness and quality control measures of the e-learning process and resources as well as the implications it has on the social organization of the lecturers.

Eze, Chinedu-Eze and Bello (2018) argued that e-learning is a character of private institutions than they are to public universities; therefore, the lecturers in private university are usually qualified for online course delivery given adequate e-learning resources and consequently this is

a challenge faced by public university because the lecturers are usually suited for the traditional classroom.

The World Bank Group (2020) suggested that online education is the best measure to motivate continued learning in the midst of a pandemic lockdown and has provided and recommended various resources to aid educators/lecturers deliver lectures through the internet including the OER Commons which allows teachers to search for free instructional materials and e-learning resources including Other resources provided by the World Bank Group such as the Learning Resources Exchange (LRE); which provides learning materials and facilitate linkage between institutions and countries to collaborate and exchanged content with each other.

2.9. COVID-19 Pandemic Outbreak

The outbreak of the Coronavirus disease (COVID-19) in late 2019 affected social and economic development of people in affected countries due to associate restrictions on travels and public gatherings (Carolan, 2020). The disease causes severe acute respiratory syndrome which according to (WHO, 2020b):" The first human cases of COVID-19, the disease caused by the novel coronavirus causing COVID-19, subsequently named SARS-CoV-2 were first reported by officials in Wuhan City, China in December 2019.". According to Parmigiani et al (2020) the pandemic nature of transmission from person to person dictated that individuals maintain social distance and avoid public situations. This lead to a new socio economic crisis which impacted almost all walks of life especially, transportation, business and schools.

2.9.1 Impact of the Covid-19 Lockdown Restrictions on Education

According to Parmigiani et al (2020), the COVID-19 lockdown imposed by national authorities for civilians to maintain social distancing and self-isolate to debilitate the spread of the disease. Viner et al (2020) submitted that educational institutions closed as a result of the lockdown

instructions to limit transmission of the disease. Some institutions however continued learning through the virtual learning environment or e-learning. According to Aboagye, Yawson and Appiah (2020) some schools found it challenging to follow this trend due to the technological and institutional structures of the schools as well as student motivation, student learning orientation, student accessibility, type of lecturers and others. Alverez, Argente and Lippi (2020) attributes the cost of the lockdown restrictions to a loss of productivity, economic loss and planning problems. Harsha and Bai (2020) argued that the lockdown restrictions affected institutional timetables consequently leaving colleges and universities behind in their academic calendar. Therefore, it was the responsibility of the students to participate in online learning to allow the lectures overcome some of the challenges they face with online tutorship delivery. However most educators agree that online learning is "not a substitute but an appendage to classroom teaching" which is ideal given the social distancing restrictions (Harsha and Bai, 2020; p.4).

The world Bank Group (2020) suggested that online education is the best measure to motivate continued learning in the COVID-19 lockdown restrictions and therefore recommend resources to aid educators deliverer lectures through the internet including OER common; which allows teachers to search for free instructional materials and also the exchange of learning resources between institutions. Secondly the World Bank Group suggested CK12, project Gutenberg, Siyavula and other websites and organizations who provide textbooks which can help instructors adjust to the virtual learning environment.

According to Makhaya and Ogenge (2019), given adequate institutional resources most lecturers are willing to adopt the virtual learning environment and believe that eLearning is a useful educational tool. The study was conducted on 55 lecturers in a university. They agree that e-

learning works given appropriate policy and institutional cooperation with their counterparts who are also trying to adopt the same learning system. Eze, Chinedu-Eze and Bello (2018) suggested that private institutions are usually ready to adopt the e-learning system and their lecturers are qualified and equipped to handle the technical operations of online learning delivery. This is however a common challenge in public universities. Finally, Jethro, Grace and Thomas (2012) argued that e-learning and its impact on how teaching is delivered gears towards creating opportunities for students' success just like in traditional learning. Therefore, learning can occur efficiently under e-learning as much as traditional learning.

2.10 Chapter Summary

This research seeks to analyze the impact of remote learning on lecturers' work performance. Existing knowledge on literatures associating the various subjects including literature on traditional learning which explored the factors that are involved in classroom in-person learning; secondly, the review proceeded to explore literatures on online learning which revealed the various component of online learning including the method on learning delivery through the virtual learning environment as well as the disparity between traditional learning and online leading to its benefits and limitations according to empirical studies. Third, the literature explored issues concerning the transition from in-person learning to online learning including studies on the challenges lecturers and students face with actuating the transition. Moving on to other components of the research, the review examined literatures with broad topics includes studies on how scholars define work performance, literatures on the factors that influence work performance, on factors that influence work performance and factors that influence factors enhancing work performance including the strategies and substance used by workers to enhance

one's ability to perform actions relevant to work output. Following this are issues discussed on the role of change management on work performance and finally the strategies put in place to motivate enhanced work performance including literatures on Just-In-Time (JIT) strategies.

Lastly this review examined relevant literatures on the association between e-learning and lecturer performance and the challenges they faced with transitioning from in-person to online learning. Furthermore, topical issues on the COVID-19 pandemic outbreak and the eventual lockdown that resulted from the disease event is also discussed; in this, the nexus between the lockdown restriction and the closure of schools and educational facilities nationwide is also explored. Consequently, the factors motivating the need for strategies to ensure that learning prevails the event of disease and other factors of similar persuasions on social isolation which may affect in-person learning are explored.

These issues are condensed into topical headings including: In-person Learning, Remote Learning, and work performance enhancement, Factors Impacting Work Performance Enhancement, Performance Management, Change Management on Work Performance, Just-In-Time (JIT) Strategies, Impact of E-Learning on Lecturers' Performance, COVID-19 Pandemic Outbreak and finally the Impact of the COVID-19 Lockdown Restrictions on Education.

CHAPTER THREE

Methodology

3.0. Introduction

This research makes uses a quantitative research design to assess the impact of remote learning on lecturers' work performance and also assess the opinion of both students and lecturers on the issues that of interest to traditional and online learning conditions. The data are given numerical significance and each perception is measured on the basis of that numerical value which can be subjected to statistical analysis and hypothesis testing (Chu et al, 2019). This chapter discusses the materials and methods used to answer the objectives of the study. This includes primary data collection from questionnaire and the analysis is done using statistical techniques including percentage analysis (descriptive statistical technique), mean, and student "t" test which is used to compare variables within the context of the research hypothesis.In summary the research methodology entails research design, description of the study area, population of the study, sample and sampling technique, description of research instrument, validity and reliability of research instrument, statistical analysis.

3.1. Research Design

This research makes use of primary data. The primary data is collected using questionnaire. The questionnaire is used to assess both lecturers' and students' perceptions on the various topics concerning traditional and online learning. This design allowed the researcher to generate both

numerical and descriptive data that was be used in measuring relationship between variables, produce statistical information about an assessment Closed ended questionnaires were developed based on the issues examined in some literatures including Al haraisa (2017); El-Seoud et al (2012) and, Jonas and Burns (2010).

3.2 DESCRIPTION OF THE STUDY AREA

This research was carried out in National College of Ireland (NCI), a public, Non-profit and state supported third level institution in Dublin. Established in February 1951 as a Jesuit venture along with trade unions. NCI is located in the centre point of Dublin which is regarded as the Silicon Valley of Europe. Within walking distance of NCI are the European headquarters of Facebook, LinkedIn, Google Twitter as well as the International Financial Service Centre (IFSC)**.**

National College of Ireland has five faculties that offer range of courses to both undergraduate and Post graduates, the faculties include includes; School of business, School of computing, school of cloud competency centre, Psychology Department, Learning Teaching and Education.

3.3POPULATION OF THE STUDY

The study population consists of both undergraduate and postgraduate students.The population selected consists of both gender (male and female) between the ages of 16-60. Thetotal number of students is 5000

3.4 SAMPLE SIZE DETERMINATION

This study uses National College of Ireland as a case study. Convenience sampling is used to select data. The questionnaire link is sent to email addresses of both lecturers and student of National College of Ireland. Based on Convenience sampling technique, only the responses from

respondents who are available and accessible to participate in the survey are used for this study. This is because of the current social restriction against the COVID-19 pandemic outbreak by the government of Ireland. According to Etikan et al (2016:p2): “Convenience samples are sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection”. Therefore in convenience sampling data collection objects of study are selected based on a nonrandom sampling technique which is on the bases of availability, proximity and accessibility as well as wiliness to participate by the respondent to the research. This technique is appropriate for this study due to the COVID-19 lockdown restriction in Ireland which limits social activities and businesses and all events are subjected to the Roadmap for Reopening Society and Businesses presented by the government of Ireland. This roadmap is hierarchical in phases. Phase 1 to 4 of the roadmap occurs within the timeframe of this study which inevitably affect the access to people through physical interactions. Therefore this study finds it appropriate to use the convenience sampling technique. Convenience sampling in this research is selected on the basis of emails of respondents that the author manages to collect and also the data for analysis is also selected on similar basis.

Sampling ought to be determined through multi-stage random selection of both graduates and undergraduate’s students based on their faculties but due to COVID-19, a different approach was used. By leveraging on the opportunities of technology to the pandemic challenge, the researcher made use of Google form to send the questionnaires and send links randomly to student.

The google link [https:/foems.gle/sE8m2tZCuM95nVrm6]

3.4.1 Google Forms

Online surveys are an effective means of collecting data over the internet relating to the perception of a target research demographics. This is used for statistical test and the platform provides a convenient means of collecting data without physical interactions. Additionally, Google forms and other online survey platforms are able to reach larger audiences and cost a lot less than conducting physical surveys (Vasantha and Harinarayana, 2016). For the purpose of this study and the consequence of the COVID-19 social distancing regulations by the government of Ireland enacted to debilitate the spread of the disease though physical contact within the society (Government of Ireland, 2020), Google forms is used to collected survey data from student and lecturers of the National College of Ireland (NCI).

3.5 SAMPLE SIZE

Due to the challenges of COVID-19 and lack of access to meet Head of Faculties and Departments to get consent to share link for the research, the number of adequate response that is gotten in real time at 7/20/2020 will be analyzed and used.

3.6 DESCRIPTION OF INSTRUMENT

This study made use of both the Twenty-six- item (26) semi-structured questionnaires developed in English language and a (27) twenty-seven item questionnaire developed for student and lecturers respectively. to collect quantitative and qualitative data required for the study. The questionnaire focused on the student's perception towards work performance of lecturers moving from classroom to online learning due to COVID-19

3.7 VALIDITY AND RELIABILITY OF THE INSTRUMENT

3.7.1 VALIDITY

The content of the questionnaire for this study was be constructed under the guidance of the project supervisor to improve the validity of the study. Corrections was made before questionnaires are distributed. The usability of the questionnaire was tested through a pilot study of 6 graduate students from National College of Ireland who were excluded from the sample used for the study.

3.7.2 RELIABILITY

This was determined by carrying out a pretest pilot study calculation through of the Cronbach's alpha. The reliability test was determined through Cronbach's alpha after the pretest was carried out and used to test the reliability of the instrument and it scored 0.90

3.8 METHOD OF DATA ANALYSIS

First the google form provided an already prepared real- time analytics from response. This was however downloaded to an excel sheet for further cleaning and to check for outliers and check all questions were answered.

Data on the study was analyzed using the Statistical Package for Social Science (SPSS)21.0 version. The study utilized descriptive and inferential statistics. Furthermore, SPSSprovided the researcher the tools to input, query, analyze store and retrieve data, it also used to create the charts showing the perception of respondents on the research issues presented for resolution.

The descriptive statistics includes Frequency, Percentage (%), bar charts and pie charts. The inferential statistics was test the stated hypotheses. The statistical test of Simple Linear Regression Analysis and Pearson Correlation Coefficient was employed.

3.9. Data Presentation

The results of data analysis are presented in charts and tables showing the reported impact of e-learning on work performance, the difference between in-person learning and online learning and finally the difference in lecturers' workload between in-person learning and online learning.

Pie charts are used to show the portion of a category from the total set and are represented in slices of a graphical circle (Rao et al, 2012). In this study Pie chart is used to show the various perception of both lecturers and students. According to Ben-Tovim et al (2009) the chart "is a system and method for grouping elements whose data falls below a grouping threshold, and for displaying the grouped elements as a single portion of a graphical chart" therefore bar charts are also used to illustrate the various topical perceptions of the respondents.

Percentage statistics and t- test results of this study are presented in tables. "A table is best suited for representing individual information and represents both quantitative and qualitative information" (In and Lee, 2017: p1).

CHAPTER FOUR

4.0 Presentation of Results

4.1 Introduction

This chapter presents the findings of the study, their analysis and interpretation. 18 responses were gotten out of the total questionnaire administered to the lecturers of National College of Ireland while 65 responses were gotten out of the those administered to the students of the same institution, and were filled properly for data analysis. The statistical results were obtained in the research are presented in this section. Descriptive as well as inferential statistics are both presented. The result presentation began with the summary of result of lecturer perceptions (4.2) on the various issues raised on the questionnaire (see appendix). Then proceeded to discussing the various opinions of both groups of respondents. The lecturers' questionnaire is used to test the research hypothesis while the student questionnaire was used to answer research questions. Both findings were used to address the objectives of the study.

4.2 Lecturer Perception Questionnaire Results

Of all respondents (lecturers of NCI) who were sent the questionnaire link, only 18 of them responded to the survey. Based on the chosen sampling technique, these received responses will be used for data analysis.

4.2.1 Participant's Social characteristics

Table 4.1 shows the percentage of participant with regular access to the internet; the results shows that all 18 lecturers have regular access to the internet.

Options	**Responses**	**%**
Yes	18	100
No	0	0
Total	18	

Work environment for online learning is necessary to facilitate online learning according to Evans and Luke (2020). This research survey therefore asked the respondents if they have such convenient work environment at home. The results show that 61% of the respondents have a study, home office or a work space for e-learning. 39% claim not to have any of the mentioned work environment.

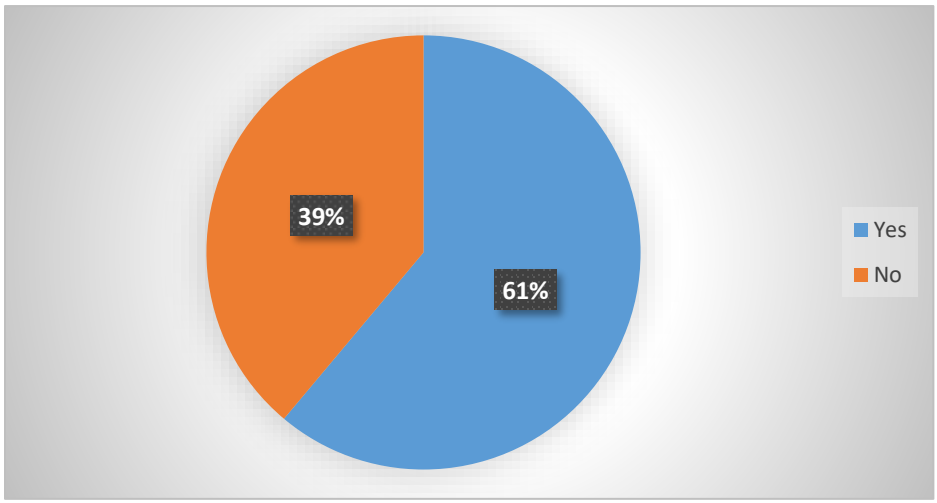

Figure 4.1: Pie chart the percentage of the respondents with access to a work area for online learning

Living space affect the teachers and student ability to participate in online learning; the result of the survey shows that 11% of the lecturers live alone. Another 11% have roommates and other shared living arrangements. While 78% live with family

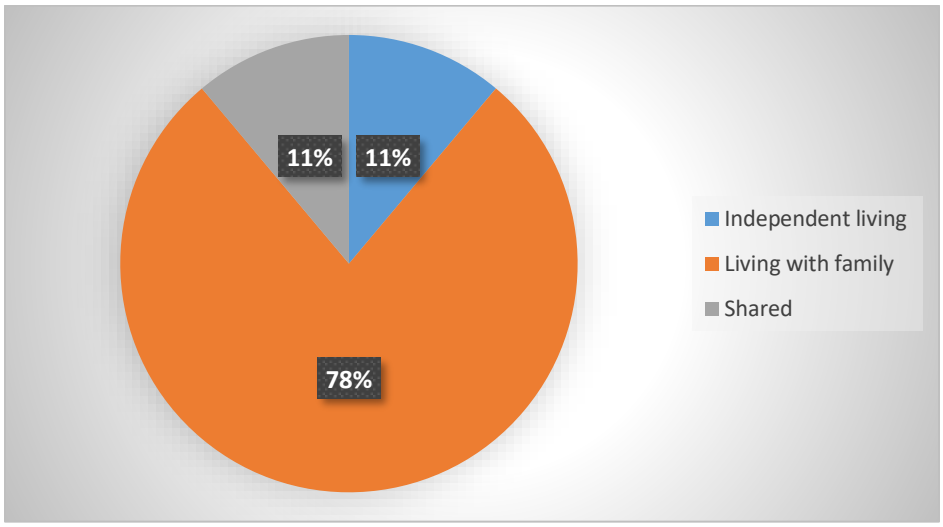

Figure 4.2: Pie chart showing the various living arrangement of the lecturers

It is important that the lecturers who are to deliver course work online, have the necessary materials to help them perform their duties in an e-learning environment. This study therefore asked the respondent to indicate if they have the necessary and appropriate materials to help them deliver classes online. The results showed that 67% of lecturers sampled in NCI believe that they have the appropriate materials to help them in their online class delivery while 33% were not entirely certain they have the appropriate materials for the virtual learning environment. This leaves no lecturer out of the measured population who believe that NCI is not at all equipped with the appropriate materials for the mode of learning. The bar chart below illustrates the responses

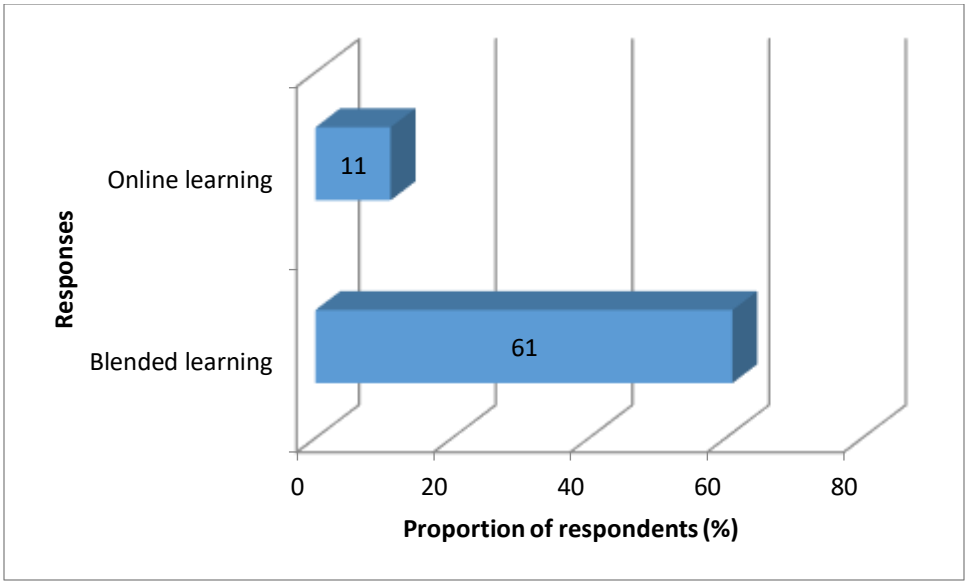

Figure 4.3: Bar Graph showing the perception of NCI lecturers on the availability of study materials for online learning.

Furthermore, the lectures were asked of their perception of their ability to use the materials to deliver lectures under online earning conditions. According to the results, 67% lecturers believed they are adequately skilled to use the virtual learning resources to deliver lectures while 11% lecturers believe that they are inadequately skilled to use the materials available for online learning and 16% lecturers believe that not only are they skilled enough to use the materials, they would characterize themselves as “superb”.

4.2.3 Impact of Online Learning on Lecturers’ Work Performance

Part of the main purpose of this study is to investigate the impact of the transition from in-person classroom learning to online learning on the lecturers’ work performance. To that effect, the survey asked the lecturers to state how the transition has impacted their work performance. The results showed that 22% of lecturers suggest that the transition had a major effect on their work performance. Many (67%) lecturers however recorded minor effect while 11%maintained that

there was no effect therefore the transition from in-person to online had negligible impact on their work performance. The chart below illustrates these opinions:

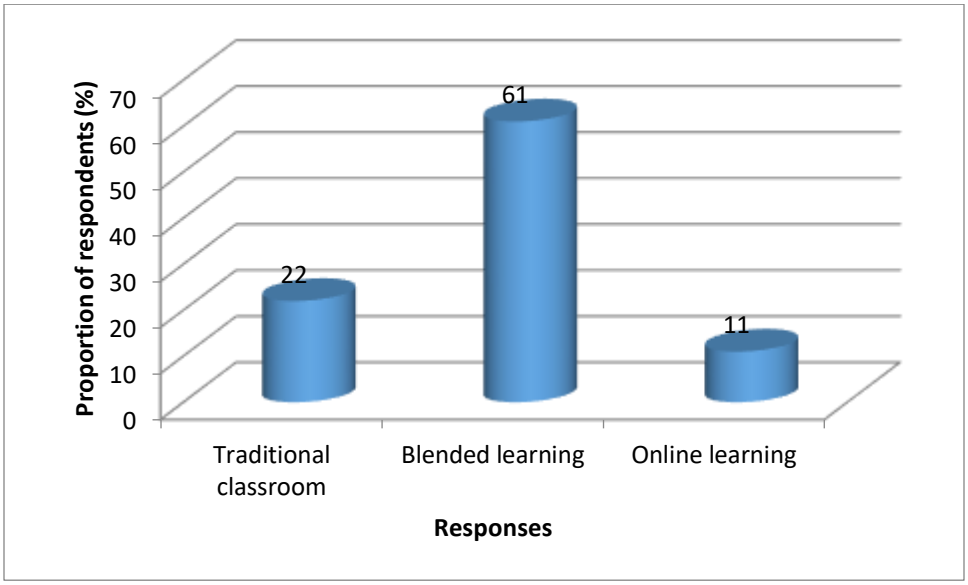

Figure 4.4: Bar chart showing the impact of transitioning from classroom to virtual learning environment on the lecturers' work performances as perceived by the lecturers.

Taking it a step further, those who were in any way affected by the transitions were then urged to indicate what aspects of their duties faced the most impact or challenges of the transition. The results showed that 56% lecturers submitted that they have challenges with student engagement; while 39% lecturers agree that lecture delivery is the bigger challenge of the transition. The smallest portion of the population believe that the difficulty comes from how to assess the students' performance online. This represents the opinion of 6% ofthe lecturers surveyed.

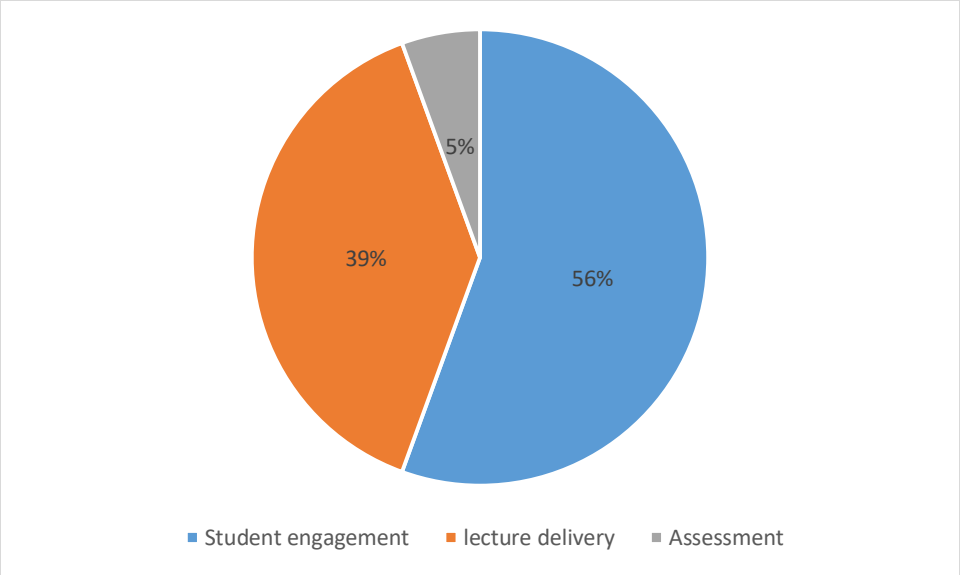

Figure 4.5 Pie chart showing the areas of challenge of transition from in person to online earning as perceived by lecturers.

In figure 4.5. Student engagement carried the largest portion of challenges faced by lecturers during the transition. Therefore, the next question on the survey dug further deeper to ask the participating lecturers how they characterized their relationship with their students given the lack of in-person contact in education. The results showed that 33% of the lecturers suggested that they maintain a similar kind of relationship with their student regardless of the change in mode of learning. More than half (56%) of lecturers however believe that there was still room for further improvement and the situation could be better. This implies that the level of communication between teacher and student is not as good as in the classroom learning. The remaining 11% agreed that their teacher-student relationship has only gotten better given the situation of the current mode of learning.

4.2.4 In-person vs. online learning

The lecturer was asked which mode of learning they feel is better, 72% of the participants believe that they both have their benefits while the remaining 28%of participant believe that traditional learning is better; leaving none (0%) of the lecturers believing that online learning is a better mode of learning.

These issues were then taken further and the participants were asked which of the modes of learning they preferred. Some (22%) of lecturers agree that they prefer traditional learning conditions while 11% others submitted that they prefer online learning. However, 61% of participants maintained that they rather have the benefits of both traditional and online learning fused into a single mode of learning in a Blended learning approach. Therefore,these large portions of the participants prefer to use both systems simultaneously to delivery learning to their student. This perceptionis illustrated in the bar chart below

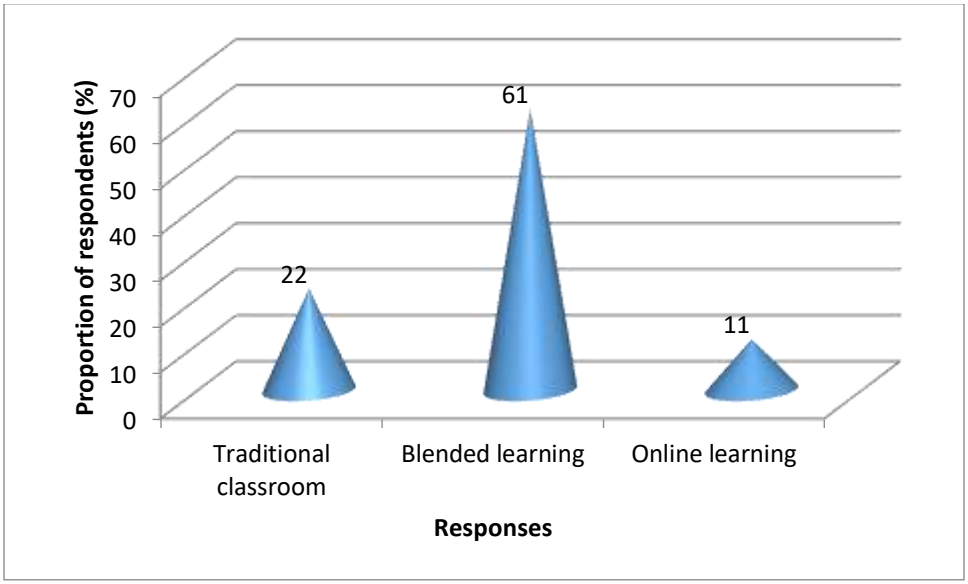

Figure 4.6 Bar chart showing the preference of NCI lecturers on their preferred mode of delivery

4.2.5. Impact of the transition on workload for lecturers

The lecturers were asked how much impact the transition from in-person to online has affected their daily routine. A large proportion (61%) of participants suggested that new system along with its new responsibilities has had a significant impact on their routine. More than one-tenth (11%) of respondents recorded a marginal impact of the transition while 28% of participants maintain that the impact of online learning conditions has no significant impact on their workload.

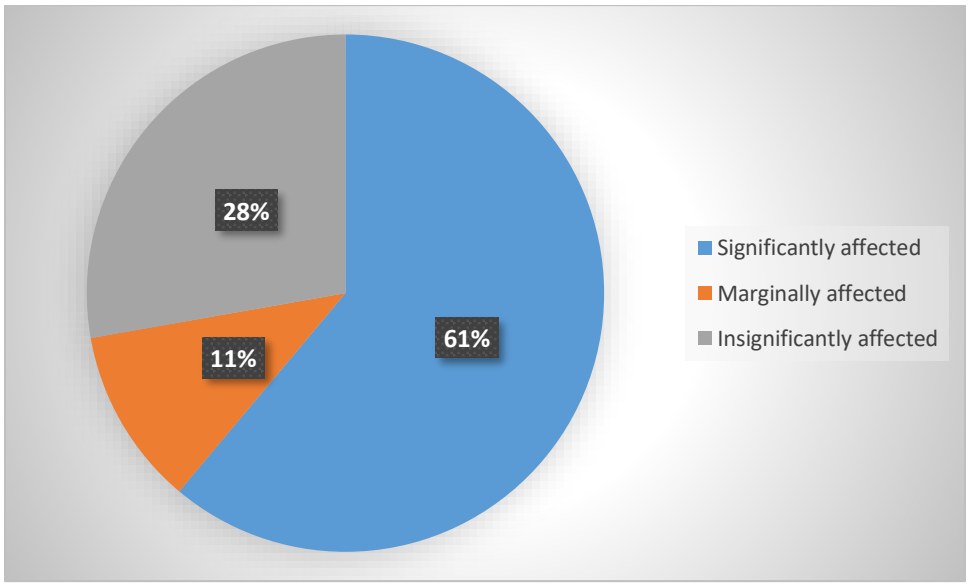

Figure 4.7.: Pie chart showing the impact of transitioning to online learning on the lecturers' workload.

Lecture delivery, teacher - student relationships, clear, timely, consistent communication from lecturers and college to student, and assessment are the factors lecturers of NCI proposed that need improvement to facility efficient online learning. The lecturers were surveyed on their

opinion of the most important factors to be improved on for the benefits of online learning. The result is illustrated on the chart below

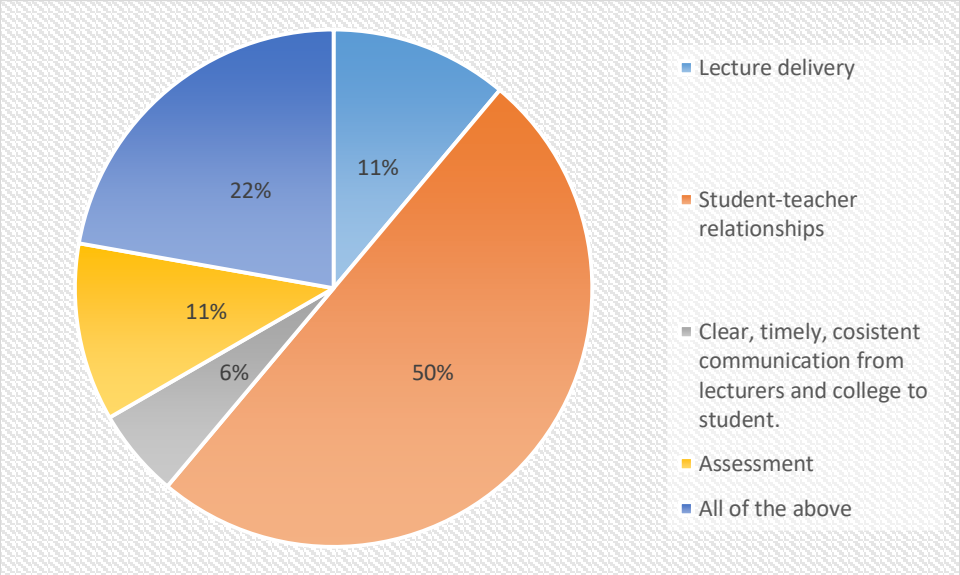

Figure 4.8 Pie chart showing the perception of lecturers on areas of improvement to facilitate the transition to online learning.

4.2.6 Level of Communication to Facilitate Learning in Online Learning Environment

As part of the research objectives this research seeks to understand the factors influencing the communication that facilitate student learning in an online learning condition. The lecturers were asked a series of student specific questions to help narrow down the requirements for efficient course delivery through appropriate communication system.

The lecturers were asked how they would rate their students' reception of online learning. The results showed that only 6% of lecturers believes that student are unlikely to follow the process of communication and course reception in an online learning environment. Majority (72%) of lecturers gave their students an average score sufficient enough to encourage e-learning while

17% of lecturers give their student a high rating suggesting that they believe their students are well suited for online learning.

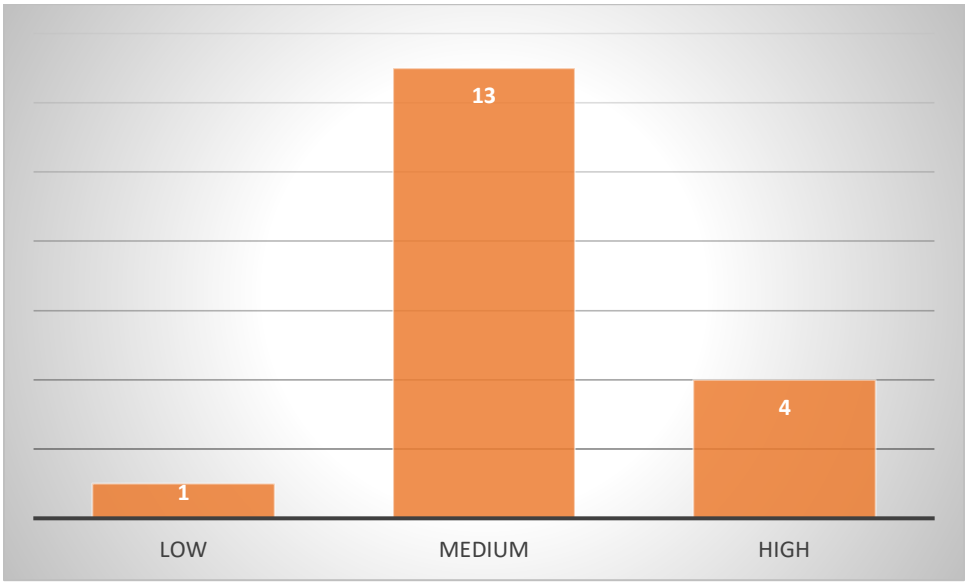

Figure 4.9 Bar chart showing three ratings of NCI Lecturers on the on their students' abilities to receive the e-learning course delivery

The student's level of engagement in course delivery was also measured and the result shows that 33% of NCI lecturers gave their students a low rating in terms of engagement. Half (50%) of lecturers gave them an average rating score and 17% gave them a high rating.

Since communication is a two-way street, the lecturers were then asked about their motivation to teach online, 72% of lecturers feel highly motivated to teach online, 11% of lecturers feel less motivated compared to when they are in the traditional classroom, 5% of lecturer felt moderately motivated and finally 2 lecturers were indifferent on the issue.

The lecturers were then asked what their preferred mode of online learning course delivery was including e-mail course module delivery, live streamed Teams lectures, adobe connect, one to

one online meetings. The results revealed that most of the lecturers were popular with live stream lecture delivery, 50% of the lecturers prefer to deliver lecture content in live learning such as video conferencing software's. However,33% of lecturers which is the second highest portion of the population, prefer to use the combine technology of live stream, email, adobe connect and one on one meetings. For the remainder of the population, only 5% of lecture prefers to use email exclusively, and another 5% of lecturer prefers to use adobe connect only and finally another 5% of participant lecturer prefers to use one on one lecture system exclusively for their online learning delivery

4.2.7 Challenges of Online Learning

The adoption of online learning comes with a number of challenges which stand as limitations to the adoption of the system of education by both lecturers and teachers. In the study, the participants were given a list of options to choose which was their most important challenge they encountered while trying to adopt the online learning system. These includes Motivation, lecturer-student relationship, clear information from the college, workspace, living arrangements, Students Assessment, Access to the internet, Lecture course delivery. From the results, only 5% of lecturers face the challenge of poor motivation, similar for clear information from the college, workspace, living arrangements, Students Assessment, Access to the internet, Lecture course delivery; each of these were challenges faced by only single participants. Many (40%) of the lecturers claimed that they face challenges in their student-teacher relationship. This is the concern of most members of the study population. Finally, only 20% of lecturers admit to not facing any challenge with online learning.

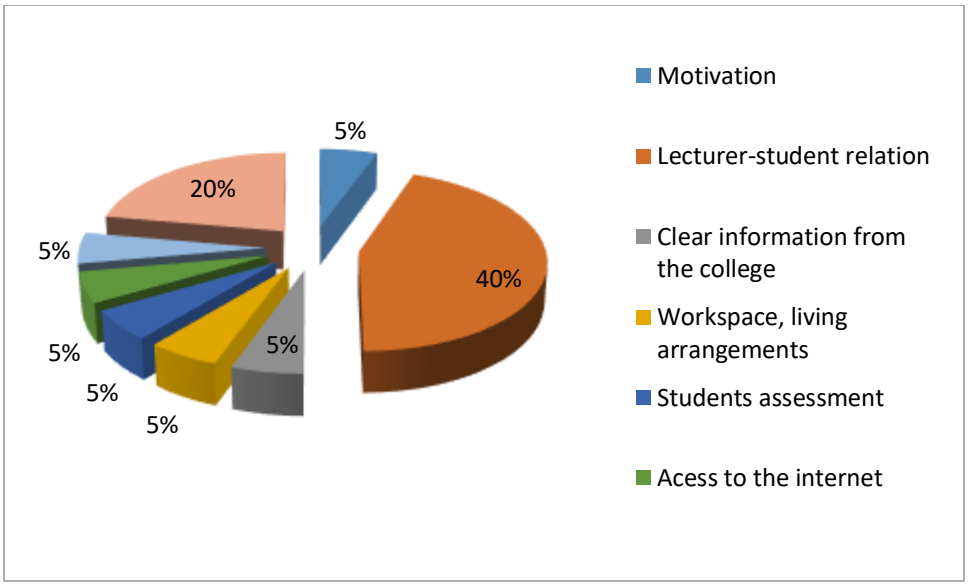

Figure 4.10.: Pie-chart showing the various challenges NCI lecturers faces with online learning delivery.

Finally, the lecturers were asked to give their verdict on the use of online learning as part of academic a major mode of class delivery after the crisis of the COVID-19 Pandemic. The results showed that 10% of lecturers recommended the return to traditional learning after the social restriction crisis.While 15% suggested that online learning should be adopted as the principle learning mode henceforth. A bulk (60%) of the lecturers believe that the school should adopt a more blended approach and finally, 5% of lecturer submitted that they had no preference on the issue moving forward and they recommended either of the systems.

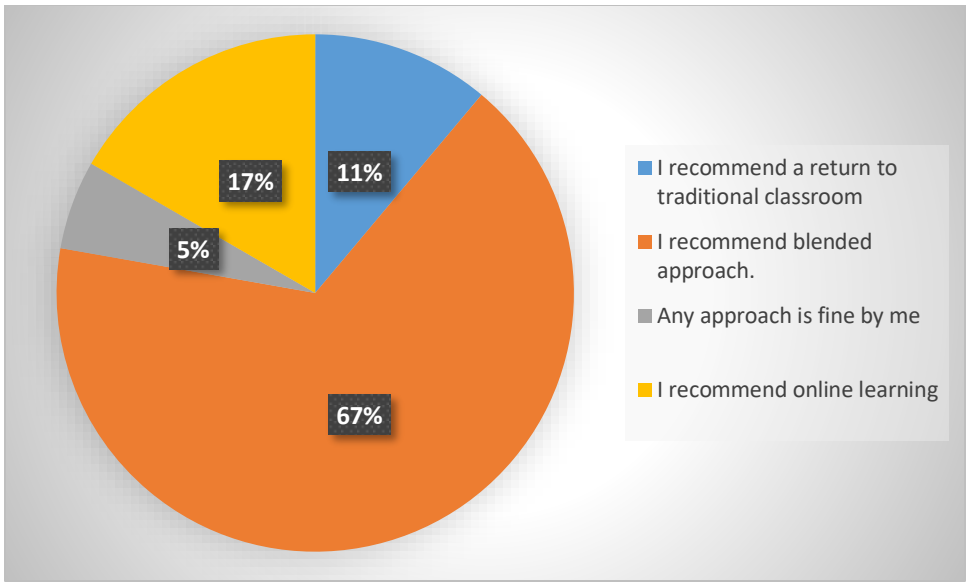

Figure 4.11.: Pie chart showing the various learning mode recommended by the lecturers of National College of Ireland.

4.3 Students' perception questionnaire results

Table 4.3 Frequency and Percentage of student perception.

VARIABLE	FREQUENCY n=65	PERCENTAGE (%)
Which of the following category do you fall under?		
International student	56	86.2
Irish national	9	13.8
Level of English language proficiency?		
Advance	18	27.7
Fluent	47	72.3
Do you have regular access to the internet?		
Yes	65	100
If yes, what's the nature of access?		
Personal	34	52.3
Shared	31	47.7
How much do you spend on internet monthly?		
20-25 Euros	41	63.1
30+ Euros	7	10.8
about 15 Euros	15	
2	3.1	
or more	2	3.1
Do you have a home office, study or work space at home?		
No	34	52.3
Yes`	31	47,7

What is kind of living arrangement do you have?		
Independent living	7	10.8
Living with family	7	10.8
Shared	51	78.5

VARIABLE	FREQUENCY n=65	PERCENTAGE (%)
What is the size of your household?		
1	5	7.7
2-5	46	70.8
5+	14	21.5
Are you set up for an online learning situation?		
Maybe	7	10.8
No	19	29.2
Yes	39	60.0
Using the options available below please indicate how much has online learning affected your school work performance?		
Major	30	46.2
Minor	20	30.8
No effect	15	23.1
If affected, what aspects of school work have been impacted by the transition from classroom to online learning?		
All of the above	14	21.5

Assessment	3	4.6
Clinical practice	1	1.5
Course reception	4	6.2
Lecture delivery	24	36.9
None	12	18.5
The general sense of humor that fasten understanding	5	7.7
Value for money. We can even listen to online classesfromour own country. But we spend so much moneyto attend classes.	2	3.1

VARIABLE	FREQUENCY n=65	PERCENTAGE (%)
How would you characterize the relationship? between student and teachers in online learning compared to classroom?		
Better	3	4.6
Inadequate	32	49.2
Similar	20	20.2
Very poor	10	15.4
In your own opinion, how would you characterize the difference between online learning and traditional learning?		

neither is better, they both have their benefits	30	46.1
Traditional classroom learning is better	35	53.8
Which of the two appeals to you more?		
Online learning	10	15.4
Traditional classroom	55	84.6
In your opinion, which of the two mode of learning has the better mode of communicating course material?		
Online learning	11	16.9
Traditional classroom	54	83.1
Which of the two mode of learning adequately covers the course module within the duration of a session?		
Online learning	20	30.8
Traditional classroom	45	69.2
How has transitioning from classroom to online learning affected your daily routine?		
Insignificantly affected	19	29.2
Marginally affected	26	40.0
Significantly affected	20	30.8

VARIABLE	FREQUENCY n=65	PERCENTAGE (%)
What areas of online learning do you suggest? needs more attention?		
All of the above	11	16.9
Assessment	2	3.1
Clinical practice	1	1.5
Lecture delivery	12	18.5
None	7	10.8

Student – teacher relationships		32		49.2
How would you rate your lecturers on average?				
to their ability to teach				
High	28		43.1	
Low	2		3.1	
Medium		35		53.8
How would you rate your average lecturing work?				
performance in an online learning condition?				
High	7		10.8	
Low	5		7.7	
Medium		50		76.9
Negligible		3		4.6
How do you rate your motivation to learning?				
in an online learning environment?				
Highly motivated		4		6.2
Moderately motivated	44		67.7	
Unmotivated		17	26.2	
What mode of online course module?				
delivery do you prefer?				
Email course module delivery		2	3.1	
Internet resources material based		1	1.5	
Live web base class delivery	37		56.9	
None	2		3.1	
pre-recorded material		23		35.4

VARIABLE	FREQUENCY n=65	PERCENTAGE (%)
How do you rate your level of involvements?		
in online learning Environment?		
High	4	6.2
Intermediate	57	87.7
No Involvement	4	6.2
What are the challenges you face?		
with online learning?		
Access to the internet and computer resources	6	9.2
Course delivery	5	7.7
Motivation	34	52.3
None	7	10.8
Teacher-student relationship	13	20.0
How much would you say the Coved -19		
motivated your transition to online learning?		
Partly contributed	26	40.0
Solely	13	20.0
Very	26	40.0
What is your recommendation on the use of?		
Online learning in high institution post COVID – 19?		

Either way is fine by me	19	29.2
I completely recommend it	6	9.2
I recommend a return to traditional classroom	40	61.5

Source: Field survey, 2020

4.3.1 Summary of participants' basic information

Respondent by category showed that 56 (86.2%) of the respondent are international student while 9 (13.8%) are Irish national. It is important to know that both international and indigenous student participated in this survey without any form of discrimination and it is not surprising that there are more international students.

The distribution of the Level of English language proficiency revealed that 18 (27.7%) are advance speakers while 47 (72.3%) respondents consider themselves fluent.

All of the respondent have access to regular internet 65 (100%). However, 34 (52.3%) have personal access while 31 (47.7%) have shared access to internet.

The result for the monthly cost of internet were represented as follows; 41 (63.1%) participants spend between 20-25 Euros, 7 (10.8%) spend 30+euros, 15(23.1) spend between 15 euros and 2 (3.1%) spend much more.

More than half 34 (53.3%) of respondent do not have home office, study or work space at home while 31(47.7%) who have.

Respondent living arrangement is as follows; 51 (78.5%) have shared living arrangement while 7 (10.8%) live independently and live with dependently respectively. This further explainable, as 5 (7.7%) respondent have a household size of 1, while 46 (70.8%) size is between 2-5, and 14 (21.5%) respondent have household size of more than.

4.3.2 Research Question 1: How does moving from in person to online learning affect lecturers' work performance?

Based on students' perception of their lecturers' work performance, the results show that 39 (60.0%) of the respondent were ready for online learning situation, against 19 (29.2%) who aren't, however 7 (10.8%) of the respondent were indifferent about readiness.

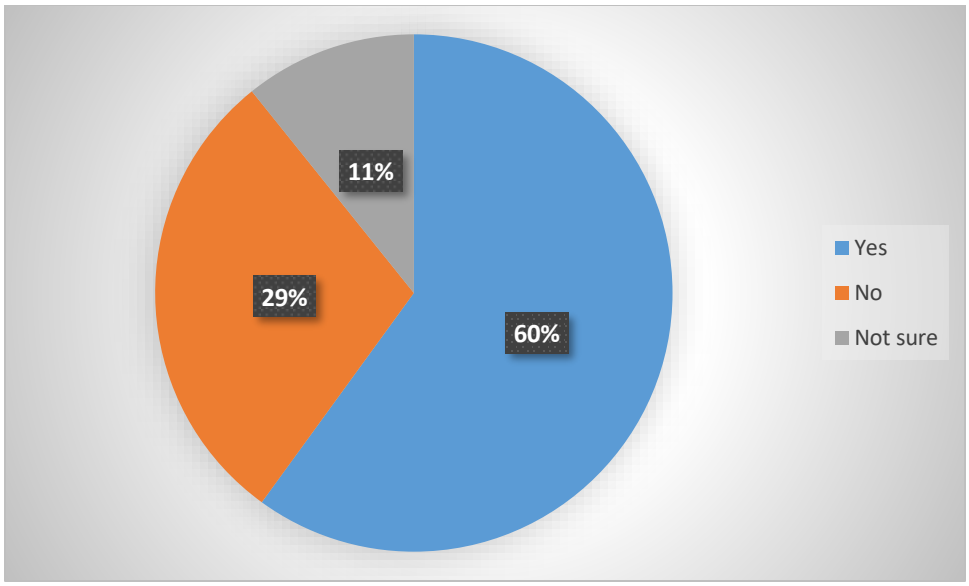

Figure 4.12 Pie chart showing the various readiness of NCI students for online learning situation

The results show that 30 (46.2%) of the respondent indicated that online learning has a major effect on their school performance, while 20(30.8%) indicated that it had a minor effect and 15(23.1%) indicated that online learning had no effect on their school work performance.

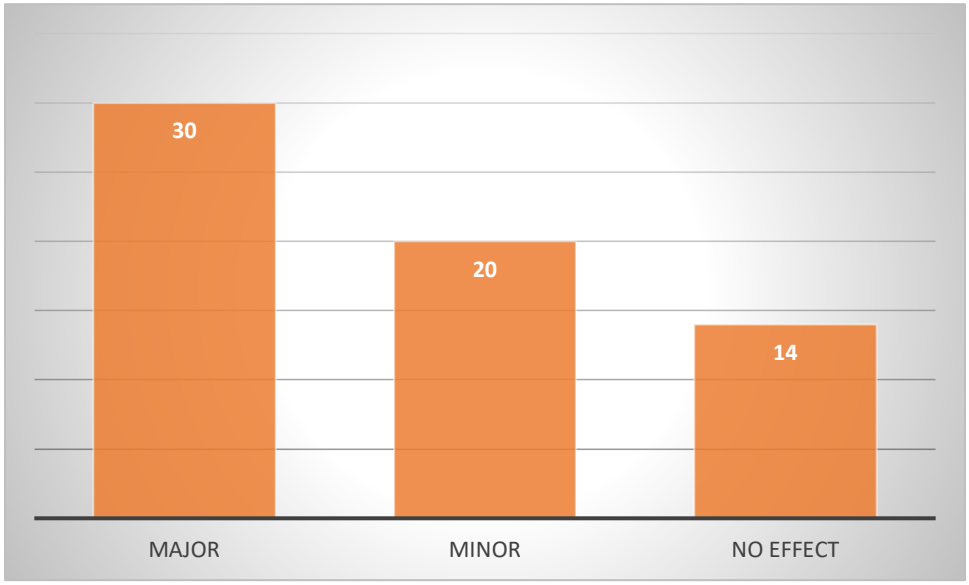

Figure 4.13.: Pie chart showing the impact of online learning on school performance

The result show that Lecture delivery 24 (36.9%), is the most aspect of school work that has been impacted by transition from classroom to online learning, followed by sense of humor 5 (7.7%), course reception 4 (6.2%) assessment 3 (4.6%), change in value for money 2 (3. 1%).In addition 14 (21%) reported that all of the above affected school work while 12 (36.9%) reported that none of these had effect on the impact of transition from classroom to online learning.

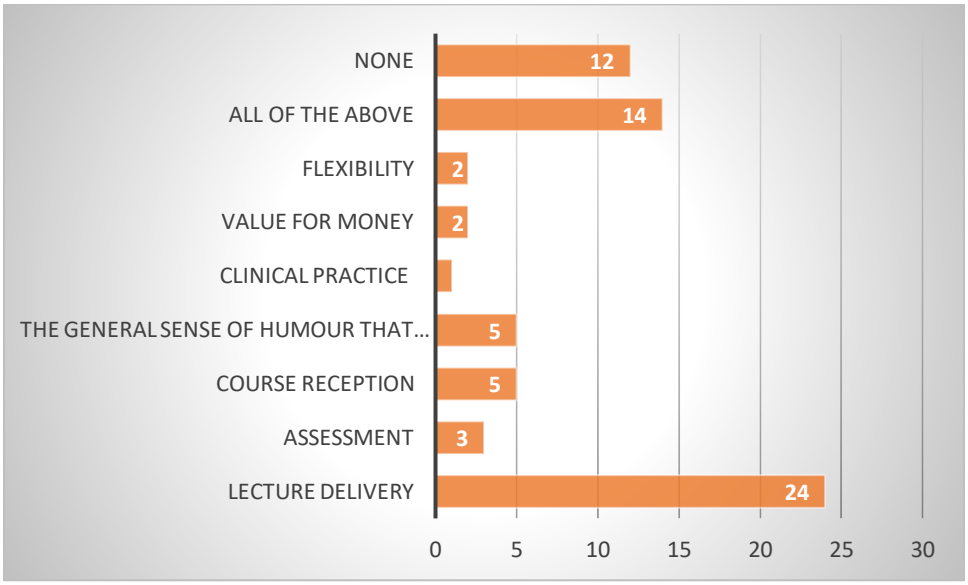

Figure 4.14 Bar chart showing how transitioning from in-person to online learning has affected school work.

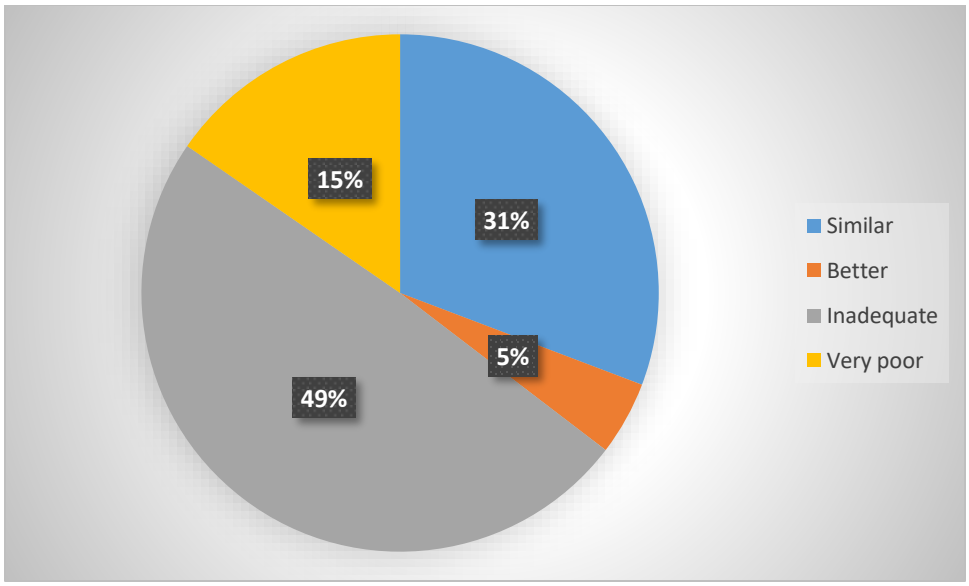

Figure 4.15 Pie chart showing the relationship between student and teachers in online learning as compared to the traditional in-person contact learning.

The results show that respondent feel that relationship between students and teachers in online learning compared to traditional classroom is inadequate 32 (49.2%), others think it is similar 20 (20.2%), and some respondent think it very poor 10 (15.4%) only 3 (4.6%) think it is better.

4.3.3 Research Question 2: what level of oral or written communication is required by the lecturer to facilitate student learning online?

When asked about the difference between online learning and traditional learning, 30(46.1%) respondent think neither is better as they both have their benefits while 35(53.8%) are in support that traditional classroom learning is better.

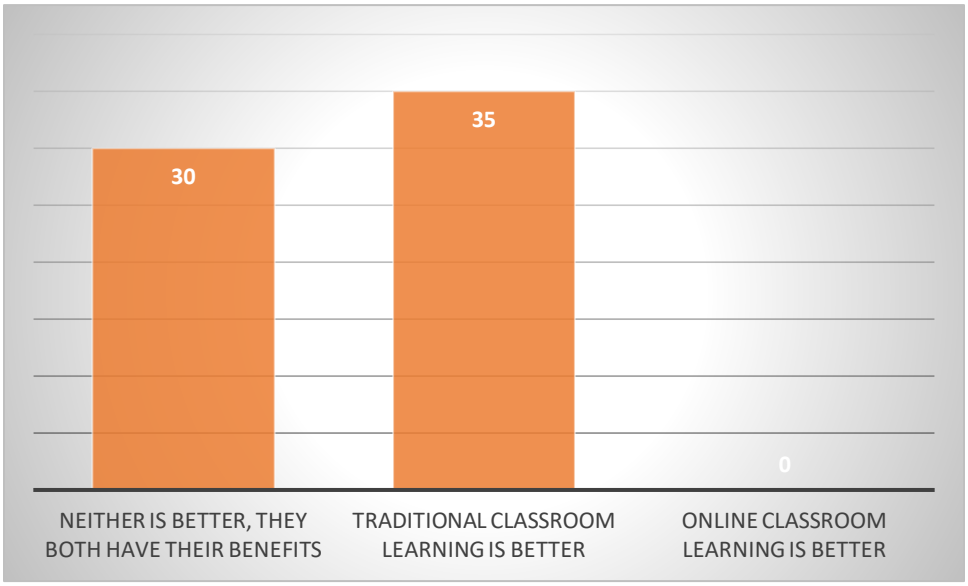

Figure 4.16 Bar chart showing the students perception on what mode of learning is generally better

This could be explained further because a massive 55(84.6%) respondent prefer Traditional classroom to online learning which a mere 10 was (15.4%).

The Respondents again favored Traditional classroom 54 (83.1%) as a better mode of communicating course material while only 11(16.9%) prefer online learning.

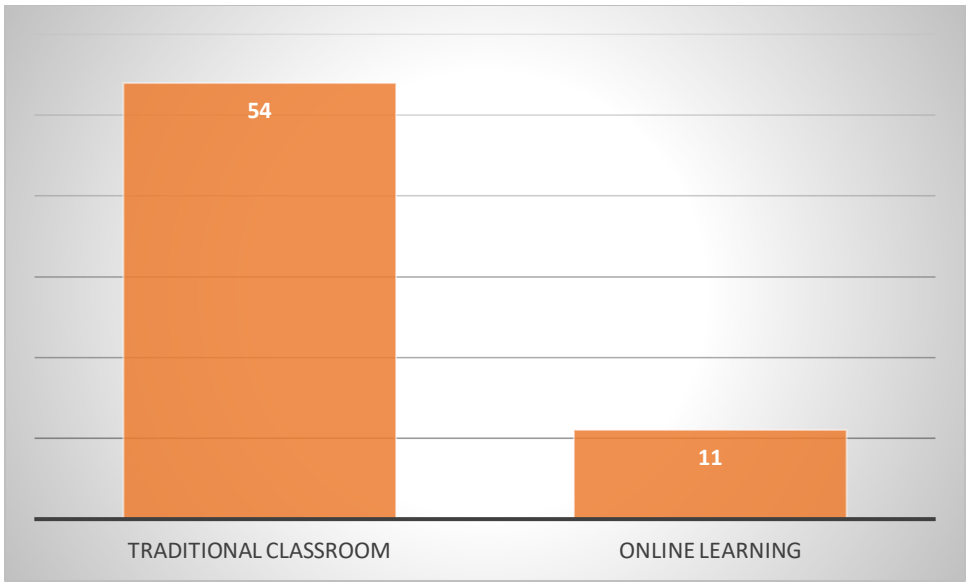

Figure 4.16 Bar chart showing the mode of learning that facilitate better communication as perceived by the students of NCI

The result also goes on to give further reasons for this as respondents prefer Traditional classroom 45 (69.2%) to cover module within the duration of a session while only 20(30.8%) prefer online learning.

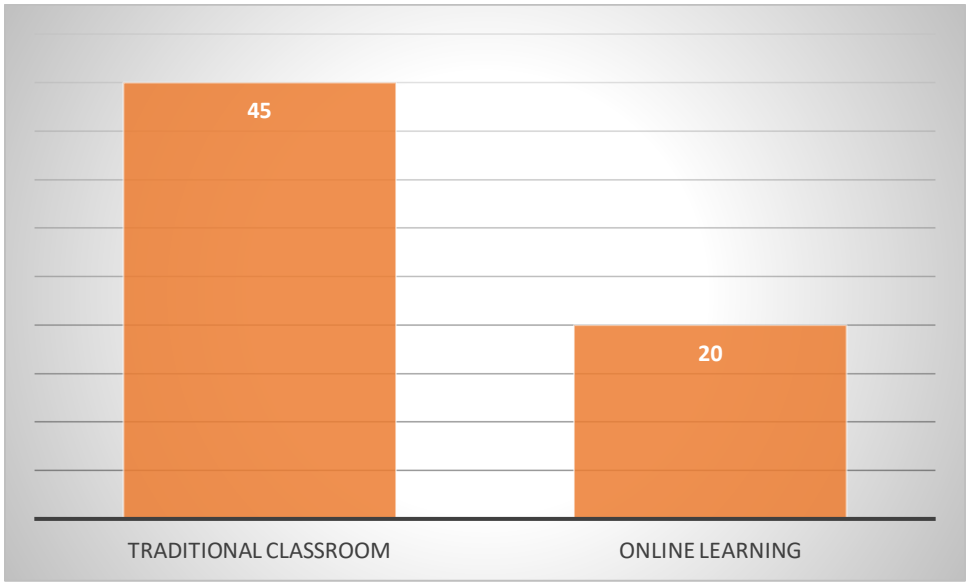

Figure 4.17 Bar chart showing that the students of NCI agree that traditional learning covers the course material within a session better than online learning

The Results shows as a result of COVID-19 transitioning from Traditional classroom to online learning has affected respondent daily routinely. Respondents reported that this changes were marginally 26 (40.0%), significantly 20 (30.8%) and insignificantly 19 (29.2%) respectively.

From the results, other than 7 (10.8%) who think online learning doesn't need further attention, while 32 (49.2%) want an improvement in student-teacher relationship, 12 (18.5%) want improvement on lecture delivery, others favored assessment 2 (3.1%) and 1 (1.5%) clinical practice. It is also important that 11 (16.9%) suggest all of the following needs attention to online learning.

Respondents rating for their lecturer's ability to teach online is as follows; Medium 35(53.8%), High 28 (43.1%) and low 2(3.1%) respectively.

This could be further explained because respondents rate their lecturers work performance to online learning condition on the average as Medium 50 (76.9%), high 7 (10.8%), low 5 (7.7%) while others rate it as negligible 3 (4.6%).

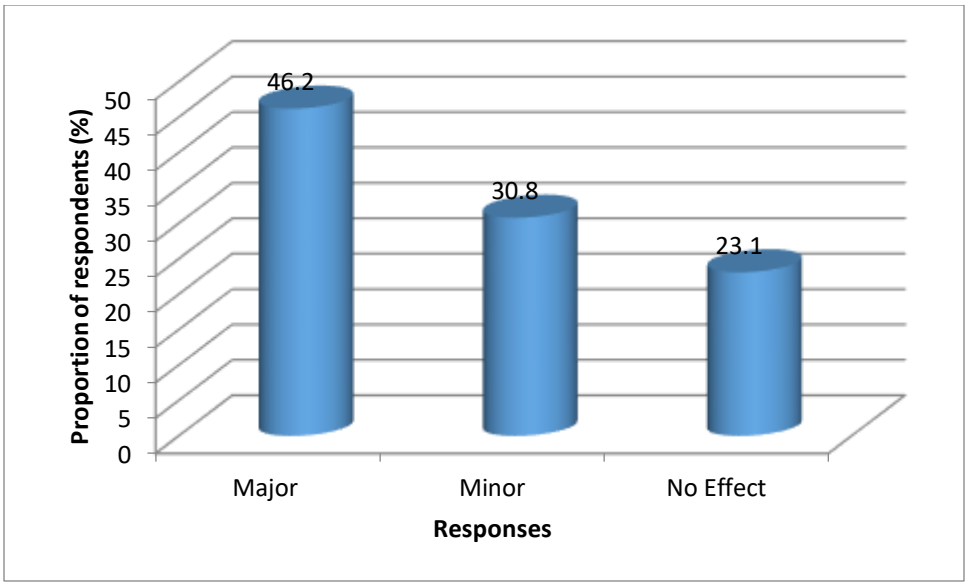

Figure 4.18 NCI student perception on their lecturers' ability to delivery lectures online

As a result of this medium ratings discussed above, respondents rate their own motivation to learning environment as moderate 44 (67.7%), 4 (6.2%) reported to be highly motivated while 17 (26.2%) are unmotivated.

More than half of the respondent 37 (56.9%), prefer live web base class delivery, 23 (35.4%) prefer pre-recorded material, internet module material based 1(1.5%) was the least preferred as well as e-mail course module delivery that has 2(3.1%). It is also noted that 2 (3.1%) of the respondents do not prefer any of this mode for online course delivery.

Thus majority of the respondents rate their level of involvement toward online learning as intermediate 57(87%), while 4 (6.2) respondents rate their involvement as both high and no level of involvement respectively.

4.3.4 Research Question 3: What is the best approach for ensuring the level of understanding of student over the duration of a session or module, given the lack of in-person contact challenges they face?

The results show that from the respondents 7(10.8%) do not face any challenge as regards online learning, while the data shows 34 (52.3%). Motivation is highest form of challenge towards online learning, followed by 13(20.0%) teacher-student relationship, 6 (9.2%) access to internet and computer resource and 5(7.7%) course delivery are recorded as challenges from the respondents respectively.

Furthermore, the data explains the above because the respondents rated that they were both 26 (40%) partly and very motivated to transition to online learning. While 13(20.0%) rated that they were solely motivated towards transition to online learning as a results of COVID -19.

More than half of the respondents recommended the return to traditional classroom 40 (61.5%), to higher institution post COVID-19 while only 6(9.2%) recommend online learning and 19 29.2%) are indifferent as they are fine with both the traditional and online learning to higher institution post COVID-19.

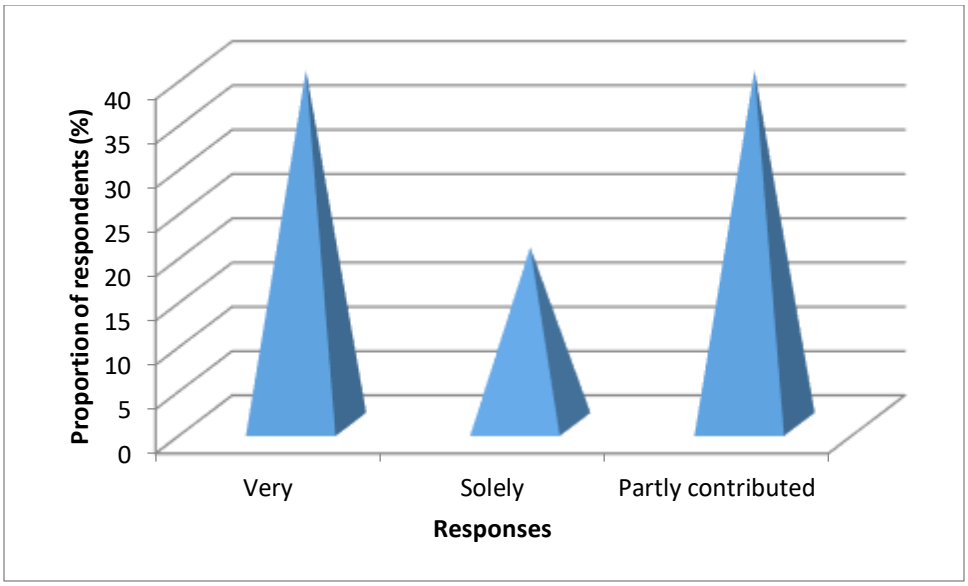

Figure 4.19 Bar chart showing the influence of COVID-19 in motivating the transition from in-person to online learning as perceived by the student

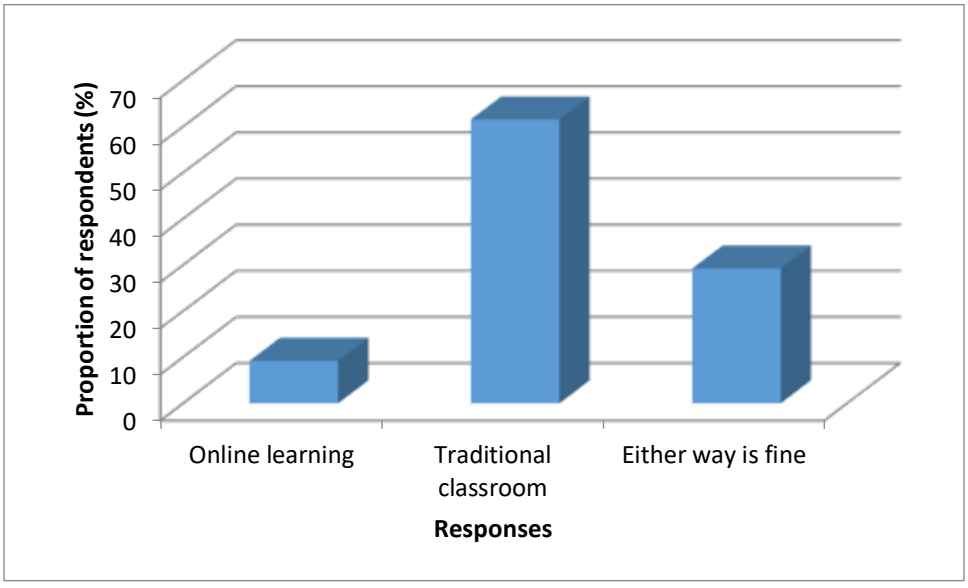

Figure 4.2. Bar chart showing the mode of learning students of NCI recommend post Covid-19

4.4 Testing the research hypothesis.

Two research hypothesis will be tested; including:

Ho: There is no significant difference between in-person traditional classroom learning and online learning on lecturers' work performance

Ho: There is no significant difference in workload of lecturers between in-person learning traditional classroom and online learning

4.4.1 Testing hypothesis 1 (HO1):

There is no significant difference between in-person traditional classroom learning and online learning on lecturers' work performance

The difference between traditional learning and online learning as perceived by the lecturer of NCI. The 't' test is used to test the first hypothesis on the basis of the mean of frequency of respondents on the responses between 'major effect' and "minor effect" over the percentage taken from the overall responses. Using a one tail paired statistics, the "t" test is calculated:

Responses	**Frequency**	**Percentage (%)**	**Mean**
Major	4	22.	0.22
Minor	12	66.6	0.67

Standard deviation = 5.656854

P value is therefore = 0.147584

Using a confidence level of 0.5 and a critical value is 1.7

Therefore, since the p value is less than the critical value, we accept the research hypothesis stating that there is no significant difference in lecturers' work performance between in-person traditional classroom learning and online learning as perceived by the lecturers of NCI

Testing hypothesis 2 (HO2):

Ho: There is no significant difference in workload of lecturers between in-person learning and online learning

This hypothesis seeks to measure the workload of lecturer who have to deal with a different set of responsibilities associated with online learning as opposed to the traditional classroom environment. Therefore, the t test uses the means of responses of those significantly affected or those that are insignificantly or marginally affected

Response	**Frequency**	**Mean**	**Percentage**
Significantly affected	11	0.72	61.11
Marginally affected	7	0.28	38.89

Standard deviation = 4.583

P value = 0.069604

Using a confidence level of 0.5 and a critical value is 1.7

Therefore, since the p value is less than the critical value, we accept the research hypothesis stating that there is no significant difference the workload of lecturers moving from in-person to online learning.

4.5 Chapter Summary

This chapter presented the findings of the study, their analysis and interpretation. Questionnaire was administered to both lecturers and students of National College of Ireland. 19 responses were collected from the questionnaire administered to the lecturers while 65 responses were collected from the students. The data were subjected to quantitative statistical analysis including the percentage statistics, and student t test was used to test the research hypothesis. The chapter starts by summarizing the lecturers' perceptions into in tables and (Table 4.1) and charts (Figure 4.1). The results for the lecture questionnaire presentation began with an assessment of Participant's Social characteristics including access to internet, availability of residential work environment and living arrangements (Figure 4.2) bar charts (Figure 4.3) and pie chart (figure 4.4). Secondly, Impact of online learning on lecturers' work performance was assessed, data were also presented in charts (Figure 4.5). Third the data presentation included lecturers' perceptions on In-person vs. online learning, this was illus4trated in charts (Figure 4.6), next the chapter presented results on Impact of the transition on workload for lecturers, there were presented in pie chart (Figure 4.7). Furthermore, the Level of communication to facilitate learning in online learning environment was assessed and presented in charts (Figure 4.8). The challenges of online learning were then presented in figure 4.9.

The student's perception is the second part the data presentation in this chapter. This began with a Summary of participants' basic information (chapter 4.3.1); including nationality, English

proficiency, and access to internet and how much they spend on internet access. Moving on the chapter presented the results based on the research objectives (chapter 4.3.2, 4.3.3, 4.3.4).

Finally, the chapter tested the research hypothesis using the questionnaire response, the result of the t test showed that both hypothesis is accepted stating that there is no significant different in lecturers' work performance moving from in-person to online learning and there is no significant difference in workload from the transition from in-person to online learning.

CHAPTER FIVE

5.0 Summary

This research sought to analyze just-in-time (JIT) strategies to enhance work performance of lecturers enforced to move from in-person to online learning as perceived due to the COVID=19 pandemic.

The findings from the social dynamics of the respondents revealed that both lecturers and students of NCI have regular access to the internet. This implies that they have access to participate in online learning situations. Secondly, the findings also revealed that a majority of the lecturers of NCI have home office or study, or work space within their living environment which would enable them focus on online learning conditions such as video conferencing. This is however not the case for the students as a majority of them do not have such residential work space to facilitate a convenient surrounding for online learning. According to Croft, Dalton and Grant (2015) living conditions of students may affect their ability to learn in an online learning situation. To which, the finding of this study revealed that a majority of the lecturers live with their families and may be distracted and delayed in the processes of online lecturer delivery because of the shared household resources i.e. according to Croft, Dalton and Grant (2015). Similarly, a majority of the students also maintain shared living spaces which implies that they would also share household resources in terms of computer, internet and wok space as the findings also revealed that only about half the students have personal regular access to the internet. According to Woods, Carriere and Quilici (2003) access to internet involves access to the internet bandwidth, access to compute hardware devices to facilitate the internet access as well as the ability to afford the internet access. To this point, the findings also revealed that the majority of the students spend 20-25 Euros on average on internet data access. Finally, a slight

minority of the student have to share internet access with either their roommates or members of their families.

5.1How Does Moving from In-Person to Online Learning Affect Lectures' Work Performance?

The finding showed that a vast majority of the lecturers of NCI agree that the transition from in-person to online learning has a minor effect on their work performance, therefore, they are able to perform at the same rate regardless of the mode of learning they adopt. 4 lecturers particularly, may have submitted that the transition had a major effect on their work performance, but this view is not very popular as about three times that population maintain that the transition had a minor effect on their performance. The students on the other hand, agree that online learning has a major impact on their work performance particularly as a result of lecture delivery for which they agree that is the major factor that affect their school work. This consequently is an indictment of how much the transition has affected their lecturers' work performance.

As a result of this impact, the students believe that this has led to inadequacies in the quality of lecture content the lecturer is able to efficiently communicate to them (figure 4.15). Although another majority of the students also agree that their learning is very much impacted as a result of the new dynamics of relationships they have to maintain with their lecturer. This connotes to their teacher-student relationship particularly for lecturer delivery. Furthermore, online learning according to the findings, strains the nexus of consensus between students and lecturers compared to traditional learning environment.

A majority of the lecturers also agree that they in fact have challenges with student engagement in online classes. These findings suggest that the main area of concern in the transition from in-person to online learning may be predicated on the lecturer's ability to communicate with the

students during lecture delivery. The findings also suggest that this challenges may be as a result of the new lecture work routine associated with online learning and therefore the findings also imply that Student- teacher relationship is significantly affected by the transition.

5.2 What level of oral or written communication is required by the lecturer to facilitate student learning online?

Since both findings from the lecturer and student questionnaires suggest that teacher-student relationships alongside inadequate communication during online lecturer delivery are the main factors impacting the work performance of lecturers moving from in-person classroom learning to online learning; the study also proceeded to assess the level of communication suitable for learning online. The findings consequently, revealed that, given the scale of "high", "medium" and "low" levels of communication i.e. in terms of student reception of the course delivery via the internet, the lecturers of NCI give their students on average a medium level of understanding and reception of the commutated course content. On the other hand, the findings also showed that a majority of the students prefer the traditional learning environment for the same reasons (see figure 4.16). This is also besides the fact that a slight lesser majority (about 46.1%) also believe that there is no better mode of learning between traditional learning and online learning generally, because they both have their benefits to communicating course content however, both the lecturers and the students agree that when put against each other, there is no reason to believe that online learning is better than traditional learning in terms of lecture delivery and therefore would rather exploit the benefits of traditional learning in online learning environment through a blended mode of learning. Both the lecturers and the students of NCI agree that a blended learning experience is the next best thing after traditional learning when it involves communication of school work activities.

Additionally, the lecturers maintained that the students have average to low levels of engagement in online classes even though a majority of the lecturers feel highly motivated to teach online. In conjunction with this, the students also maintain that lecture delivery is better through classroom engagements than online learning in terms of communication and for the same reason is the best way to ensure course is exhaustively delivered as well as covered over the duration of an academic session.

Essentially there is a consensus and a marginally slight contrast between the lecturers and the students in terms of type and level of communication necessary to facilitate online learning. Students were of the opinions that traditional learning is better in this regards. The lecturers on the other hand also corroborated this opinion however, not exclusively; they maintain that online learning would facilitate efficient communication provided that the best qualities of traditional learning are adopted for online learning particularly for the sole purpose of communication. The lecturers also feel highly motivated to communicate lecture content online compared to the students. The findings also revealed that most of the lecturers prefer delivering content via video conferencing.

According to Mathew (2020), the language used to deliver lectures online may prove a challenge to international students since online learning facilitates learning from almost any location around the world. This problem is particularly apparent with non-native speakers or students taking English as a second language.

This study assessed the nationality as well as the English language proficiency of the students of NCI. According to the findings show that a vast majority of the students are international students however, in spite of this, all the student surveyed were English speakers and a vast

majority consider themselves fluent speakers while the remaining were advanced speakers. Therefore, language barrier is no challenge in communication of online learning content.

5.3What is the best approach for ensuring the level of understanding of students over the duration of a session or module, given the lack of in-person contact challenges they face?

Given the options of motivation, student-teacher relationship, access to the internet and computer resources and course delivery as the various challenges involved with online learning and the transition from the traditional learning which takes away in-person contact as part of the learning experience as argued by Evans and Luke (2020); the findings of this study revealed that the motivation to learn and finish a course online is the main challenge student face with the lack of in-person contact associated with online learning. This fact is highlighted by Yani (2013) who argued that students are less likely to finish online learning programs and have a high rate of withdrawal than the traditional learning? According to the study (Yani, 2013), this withdrawal rate is principally due to the lack of motivation to commit to the programs owing to the flexibility of the program and the lack of physical presence to facilitate student-teacher relationships. This is the consensus of the lecturers of NCI which coincides with the second leading challenge identified by the students. The findings show that the students of NCI also point to student-teacher relationship a major challenge following and influencing student motivation to learning in the virtual environment given the lack of in-person contact.

5.4 Just-In-Time Strategies Work Performance Enhancement

The first hypothesis of this study concluded that there is no difference in the work performance of lecturers moving from classroom to online learning. Therefore, this finding from NCI revealed that even though lecturers are being enforced to move from classroom mode of course delivery

to online learning, they are however adapting sufficiently to the new change in how they function as educators online and therefore, is a reflection of how prepared they are to continue delivering learning through this current mode of schooling. This is also supported by the second hypothesis of this study which suggested based on the major findings that there is not much difference in the workload between traditional classroom learning and online learning. Therefore, it stands to reason that it will not require too much from the lecturers to adopt the online learning system. The lecturers are motivated to transition from classroom to online learning however they face difficulty maintaining their teacher-student relationship and motivating the student to learn. Students also agree that they prefer traditional learning to online learning because of the level of engagement with in-person contact learning style. Therefore, for an efficient adoption of the e-learning system, lecturers need strategies to motivate students to participate in the full learning experience through the virtual environment. Yunus, Osman and Ishak (2011) as a result of the cultural and social background of students, it is the duty of the teacher to positively engage the student so as to establish a relationship built on learning and the development of students in academic performance and personal development otherwise they feel unmotivated to participate in the learning experience. Using the framework by Yunus, Osman and Ishak (2011):

- Use of motivation model

Gardner (2008) socio-educational models involves creating encouraging learning environment through engagement in learning through positive self-evaluation of students as well as following the experiences, stimuli and social and educational interactions that promotes positive engagement to the learning system. Therefore, to motivate students to adopt online learning, lecturer would have to create a positive environment where students can interact with the lecturer

and feel free to share their points of view on the subjects being treated. For the purpose of this research, the model is fractional list including;

1. Create an environment that encourages positive participation
2. encourage students to share their opinions

- Positive teacher-student relationship

"Students who have a positive relationship with their teachers feel motivated to learn and supported" (Yunus, Osman and Ishak, 2011: p.2618). Students are sufficiently motivated from their engagement with their educators, they are willing to put the effort to learn and also follow guidance and deal with challenges they encounter. Therefore, it is the role of the lecturer to engage the student in this regards throughout their study. This involves:

3. Maintain the integrity of the established support environment
4. Show concern to the student
5. Provide emotional and academic support to them
6. Protect student who are exhibiting externalized attitude towards continuing with the program i.e. send frequent emails to check up on their progress
7. If necessary, focus intervention on the students who may be losing motivation

This list is developed from Yunus, Osman and Ishak (2011) to suite the context of this research objectives.

5.5 Practical implications of study

As a result of the Covid-19 restrictions lecturers who have to move online learning would be able to adopt the findings of this research to their successful integration into the new mode of learning. This study enables practitioners to identify the likely challenges they would encounter during the process and also implement the solutions provided to help them overcome the limitations associated with the process.

5.6 Conclusion

This study proposed a strategy to enhance work performance of lecturers moving from in person to online learning based on the perceptions of both students and lecturers of the National College of Ireland. This is relevant for the continued learning in universities particularly due to the COVID-19 outbreak. Therefore, it will be beneficial to adopt for the stakeholders to understand the source of these challenges and how to overcome them as advised on this study. The findings of this study are however limited by the perceptions of these respondents. Further study could be done to check for the influences of the lectures' cognitive abilities on their capability to the online learning system. This factor may be subject to age of the lecturer and students in the class setting, individual ability, personality trait, emotional intelligence and intelligent quotient. Demographic data as well as deductive cognitive data could prove a valuable frontier in the study of the relationships that exist among work performance, traditional learning and the transition to online learning.

6.0 Recommendation

This study sought to analyze the just-in-time strategies for lecturers moving from in-person classroom learning to online learning through the following objectives including to determine the effect of online tutorship on lecturers' performance; to determine the level of communication required of the lecturers to make adequate impact on student in remote learning environments and to determine the best approach for ensuring the level of understanding of students over the duration of a session or module, given the lack of in-person contact challenges they face. Using statistical techniques such as percentage statistics and t test, the finding revealed that online lecture delivery is compromised by the inherent inadequacies in teacher-student relationship as well as the in student motivation. Therefore, in order to ensure continued learning facilitated through the use of e-learning mode of course delivery, lecturers would have to address the challenges that result from these two factors (teacher-student relationship and student motivation) through the adoption of seven proposed strategies to enhance teacher-student relationship and student motivation.

Firstly, findings from this study recommend the creation of an environment that encourages positive participation and encourage students' shared experience. This feedback setup is designed to consistently valuable solutions to challenges that can improve the online experience of both lecturers and students. Also, there is the need to maintain the integrity of the established support environment and provide emotional and academic support to students, especially those with some form of disability that makes online learning challenging. Some of these challenges may be arising from the fact that students are used to the traditional classroom learning and draw moral from its physical environmental components. Hence, students' forums can be designed

into these online learning that encourages students' classroom interaction and foster a sense of belonging like the traditional classroom provide.

Secondly, as a follow-up to the classroom forum, lecturers can take the initiative to appoint group leads, in the online classroom. These team leads are saddled with the role of coordinating students' participation by calling colleagues, sending emails reminders and providing updated information from the lecturers. This helps the students to shape the dynamics of the online learning in that they can evaluate best practices that will enhance their participation, suggest best timing for lectures and provide support to students with special needs. The essence of the team lead initiative is that students' commitment is only strengthened by students' involvement.

Chapter 7.0 CIPD Personal Learning Reflection

During the course of this research, the process has made me realize that writing dissertation has a significant impact not only on my knowledge about the HRM, COVID-19, E-learning topics, but also on certain life skills.

I would like to share the reason for picking the topic, the knowledge gained, the skills acquired during the course of the study and finally a brief overview of what it felts like.

To begin with, work performance and e-learning has always been a topic of much curiosity and interest for me. Schooling and working in Nigeria (Africa) where Traditional mode of learning is the sole method for lecturers learning delivery and despite the awareness and opportunities that e-learning presents, e-learning has consistently been a less popular choice. Therefore, with a change of environment I wanted to assess how the transition from in-person classroom to e-learning affect lectures' work performance, the level of oral or written communication required by the lecturer for student learning online as well as strategies for that could tackle prospective challenges that may arise.

I therefore invested in subscribing in various e-journals, research publication channels and websites to review numerous articles on the subject, thereby getting a vast knowledge, insights that are related to the topic. In addition, for the first time I actually made use of google forms and google sheets for research purpose and it turned out well. I was privileged to get a free online class from one of my friends to learn the basic features of SPSS which I think will be useful in the future.

Despite the challenges that arise as a result of working two jobs three days in a week, I developed a new habit of waking up either early in the day or mid-day to plan, organize and prioritize most of my activities daily, then essentially having a To-Do-List by downloading the reminder app on my IOS device to keep me on track. I also found myself calling, sending mails, and reminder mails to respondents to ensure they acknowledge questionnaires sent to them via google forms the and communicating how much value I place on their respective response.

Overall the course has enabled me to push the limits and learn new skills in data analysis, identify contemporary issues as a result of the pandemic and critically recommend a solution just in time that can be sustainable both in theory and in practice.

• Time: According to Lu et al (2010), strategies to improve work performance should be prepared in the event of a stressful workplace development. When working conditions changes, "heavy workload, organizational constraints, lack of work autonomy, and interpersonal conflict" are some of the byproduct of the new development.Therefore, as a result of the ongoing pandemic strategies implemented to address this must attend to improving student's ability to transition into e-learning and stay motivated as well as improve work performance of lecturers and improve student-teacher relationship.This strategy will be beneficial to all learning stakeholders during and post- COVID-19 era

• Cost: The costs involved in improving student's ability to transition into e-learning and stay motivated as well as improve work performance of lecturers and improve student-teacher relationship. These expenses could involve addition of new features to already established e-learning mediums and additional increase in the amount spent or allocated for the purchase of data which until now is majorly between 25-30 Euros might be needed.

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Appendix A

Appendix 1 – confidentiality and consent form

Dear respondent,

I am a final year HRM post-graduate student of the above named institution. I am currently carrying out the research project titled; AN ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS AND STUDENTS' PERCEPTION ON MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID 19.

I will be grateful if you could volunteer and participate in a short 6minute survey. Your response will be treated with utmost confidentially and it will be used solely for the purpose of this research.

Thank you in advance for your cooperation.

Warm Regards

Ifeanyi peace ogugwua

X19123931@student.ncirl.ie

Appendix

Lecturer perception questionnaire

SCHOOL OF BUSINESS

NATIONAL COLLEGE OF IRELAND.

ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID-19

Dear respondent,

I am a final year HRM post-graduate student of the above named institution. I am currently carrying out the research project titled ; AN ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID 19.

I will be grateful if you could volunteer and participate in a short 6minute survey. Your response will be treated with utmost confidentially and it will be used solely for the purpose of this research.

Thank you in advance for your cooperation.

1. Do you have regular access to the internet?

Yes

No

2. Do you have a home office, study or work space at home?

Yes

No

3. What kind of living arrangement do you have?

Independent living

shared

living with family

4. Do you have the appropriate materials to be able to deliver effectively online?

Yes

No

Maybe

5. To what extend do you belive you have the appropriate training, in other to deliver online lectures effectively.

Superb

Adequate

Inadequate

No training

6. Using the options below please indicate the extent to which online delivery has affected your work performance?

Major

Minor

No effect

7. If affected, which aspects of work have been impacted by the transition from classroom to online delivery?

lecture delivery

Assessment

Student engagement

None

All of the above

Other:

8. How would you characterize the relationship between lecturer and student in the online learning environment compared to classroom?

Better

The same

Similar

Not as good

Very poor

9. In your own opinion, how would you characterize the difference between online learning and traditional learning?

Online learning is better

traditional classroom learning is better

Neither is better, they both have their benefits and challenges.

10. Which appeals to you more?

online learning

Traditional classroom learning

Blended learning

11. Which medium of delivery do you believe most adequately achieve the learning outcome over the duration of the module.

online learning

traditional classroom

Or blended learning

12. How has transitioning from traditional classroom to online delivery affected your daily routine?

significantly affected

Marginally affected

insignificantly affected

13. What areas of online learning do you suggests needs more attention?

Lecture delivery

Assessment

student – teacher relationships

None

all of the above

Other:

14. How would you the rate student reception towards online learning?

High

Medium

Low

Negligible

15. How would your rate your student level engagement in the online learning environment.

High

Medium

Low

16. How do you rate your personal levels of motivation in delivery lectures from the online environment verses the traditional deliver.

similar

neutral

less motivated

motivated

17. What mechanism do you prefer for online lecture delivery?

internet resource-materials

live streamed Teams lectures

Module

All of the above

Other:

18. What are the challenges you face with online learning environment?

Lecture course delivery

Access to the internet

computer resources

Motivation

lecturer-student relationship

None

Other:

19. What is your recommendation on the use of Online learning post Covid – 19?

I completely recommend it

I recommend a return to traditional classroom

I recommend blended approach.

Any approach is fine by me

https://forms.gle/CGKjQnt321pfvzUTA

Appendix B

Student perception.

SCHOOL OF BUSINESS

NATIONAL COLLEGE OF IRELAND.

AN ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID-19

Dear respondent,

I am a final year HRM post-graduate student of the above named institution. I am currently carrying out the following research project titled; AN ASSESSMENT OF THE STRATEGIES TO ENHANCE WORK PERFORMANCE OF LECTURERS MOVING FROM CLASSROOM TO ONLINE LEARNING DUE TO COVID-19

I will be grateful if you could volunteer and participate in a short 10minute survey. Your response will be treated with utmost confidentially and it will be used solely for the purpose of this research .

Thank you in advance for your coperation .

1. Which of the following category do you fall under?

Irish national

International student

2. Level of English language proficiency?

Fluent

Advance

Elementary

No knowledge

3. Do you have regular access to the internet?

Yes

No

4. If yes, what's the nature of access?

Personal

Shared

Negligible

5. How much do you spend on internet monthly?

about 15 Euros

20-25 Euros

30+ Euros

or more

6. Do you have a home office, study or work space at home?

Yes

No

7. What is kind of living arrangement do you have?

Independent living

shared

Living with family

8. What is the size of your household?

1

2-5

5+

9. Are you set up for an online learning situation?

Yes

No

Maybe

10. Using the options available below please indicate how much has online learning affected your school work performance?

Major

Minor

No effect

11. If affected, what aspects of school work have been impacted by the transition from classroom to online learning?

Lecture delivery

Assessment

Course reception

None

All of the above

Other:

12. How would you characterize the relationship between student and teachers in online learning compared to classroom?

Better

Inadequate

Similar

Very poor

13. In your own opinion, how would you characterize the difference between online learning and traditional learning?

Online learning is better

Traditional classroom learning is better

Neither is better, they both have their benefits

14. Which of the two appeals to you more?

Online learning

Traditional classroom

15. In your opinion, which of the two mode of learning has the better mode of communicating course material?

Online learning

Traditional classroom

16. Which of the two mode of learning adequately covers the course module within the duration of a session?

Online learning

Traditional classroom

17. How has transitioning from classroom to online learning affected your daily routine?

Significantly affected

Marginally affected

Insignificantly affected

18. What areas of online learning do you suggests needs more attention?

Lecture delivery

Assessment

student – teacher relationships

None

All of the above

Other:

19. How would you rate your lecturers on average to their ability to teach

High

Medium

Low

20. How would your rate your average lecturing work performance in an online learning condition?

High

Medium

low

Negligible

21. How do you rate your motivation to learning in an online learning environment?

Highly motivated

Moderately motivated

Unmotivated

22. What mode of online course module delivery do you prefer?

pre-recorded material

Internet resources material based

Live web base class delivery

Email course module delivery

None

23. How do you rate your level of involvements in online learning Environment?

High

Intermediate

Involvement

24. What are the challenges you face with online learning?

Course delivery

Access to the internet and computer resources

Motivation

Teacher-student relationship

None

25. How much would you say the Covid -19 motivated your transition to online learning?

Very

Partly contributed

Solely

Negligible

26. What is your recommendation on the use of Online learning in high institution post Covid – 19?

I completely recommend it

I recommend a return to traditional classroom

Either way is fine by me.

https://forms.gle/yWWbxgn5ZHg6g2US7