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Academic Staff's Motivation for Online Teaching in Nigerian Universities: Empirical Evidence from the University of Ibadan

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Abstract. This study investigated the academic staff's motivation for online teaching in Nigerian universities using a mixed-methods case study research design. The main instrument used for this study was a questionnaire named 'Academic Staff's Motivation for Online Teaching Survey (SMOTS)', which was complemented by in-depth interviews. A total of 195 academic staff across various academic faculties and units in the University of Ibadan participated in the study. Data analysis was done using frequency count, simple percentages, mean and standard deviation, while the in-depth interviews were thematically analysed. The result of the study revealed that the majority of the academic staff have not taught using online platforms before and their frequency of online teaching consideration is occasional. Additionally, they have a high perception of online teaching in terms of helping to learn new technology and encouraging intellectual challenges. The academic staff indicated that individual training opportunities, personal decisions and group training opportunities are among the major resources that can motivate them for online teaching. Likewise, the introduction to new technology for teaching, institutional expectation, and students' enrolment are the major external motivating factors for online teaching. It was further

revealed that most of the academic staff feel motivated to teach online. However, erratic power supply, work overload, and limited knowledge of e-learning stand as major hindrances to online teaching adoption among academic staff. This study has discovered the need for Nigerian university managements to vigorously embark on capacity building of academic staff for online teaching. This will help them to cultivate or enhance basic information and communication technology skills and other essential competencies needed to manage online learning environments.

Keywords: academic staff; Nigerian universities; motivation; online teaching; university of Ibadan

1. Introduction

Online teaching and learning, sometimes called distance learning, encompasses all forms of computer-assisted instructional methods that provide an opportunity for faculty-delivered instruction via the internet, either in real-time (synchronous) or delayed interactions (asynchronous). Online education, where instructors and students interact using virtual means, emerged in the 1990s during the information age and the internet boom. This was at a time when the commercial prospect of the internet started taking shape.

Software developers started creating programmes to make course information more accessible to students, although the technology at the time was limited and certain instructional efforts were hampered. As technology advanced, higher learning institutions began to feature web-based learning in their curricula. This led to the full development of online courses and degree programmes (Ferrer, 2019; Kubo, n.d.).

Online education has witnessed tremendous growth over a decade as both the internet and education have provided an opportunity for skills acquisition in unprecedented ways (Koksal, 2020). Specifically, online education became a well-known method for increasing students' access to learning opportunities, especially in higher education. It provided flexibility in how people learn, as learning can take place anywhere, anytime and at each learner's pace. Also, online education offers an extensive opportunity for collaborative learning and redirects the focus of instruction to students, as opposed to the conventional teacher-centred instructional delivery (Ray, 2017).

While online education has gained popularity worldwide, its growth has been most significant in countries such as the USA, India, China, South Korea, and the UK. However, in Africa, online education is still in its infancy (Palvia et al., 2018). South Africa is the most technologically advanced country of all other countries on the African continent. It is the only country in the continent that has a clear e-education policy in place compared to others but a lot needs to be done for it to be on the same level as the developed nations of the world (Lelliott et al., 2000; Palvia et al., 2018). The adoption of online education in Africa faces a lot of constraints generally, mostly because of extremely limited telecommunication infrastructure.

The available international bandwidth in the continent is insufficient due to high cost and lack of digital circuits. This often leads to slower internet connection in the continent compared to the developed countries of the world. Compounding the issue of access to the internet in African countries is the cost of a subscription to the internet. The cost of internet access is estimated to be ten times higher, whereas per capita income is ten times less in African countries, compared to what is obtainable in the USA (Lelliott et al., 2000).

The higher education gross enrolment rate in Africa is the lowest in the world, estimated at 12%, which is far below the global average of 32%. Though the enrolment rate varies across the continent, the potential for a rapid increase in higher education demand is huge considering the massive growth in the continent's population and improved access to primary and secondary levels of education (USAID, 2014; Iqbal, 2015).

Unambiguously, online education is a rational, cost-effective means to increase educational opportunities to the population that desires higher education in Africa. However, the use of online teaching and learning in most African universities is marred by a lack of infrastructural facilities, such as computers and internet networks to adopt online teaching; technical difficulties; inadequate human capacity; over-reliance on foreign donors for education; 'brain drain'; inadequate government funding of education; and corruption in the higher educational institutions. These factors impede the growth of online education in universities in Africa (Kotoua et al., 2015; Oyediran et al., 2020).

For instance, in Nigeria, inadequate infrastructure, including hardware and software; bandwidth access; lack of skilled workforce to effectively manage resources; and systemic resistance to moving from the conventional pedagogical instructional methods to modern and innovative student-centred technology-based teaching and learning methods have remained a great challenge to online teaching adoption in Nigerian universities. This has hampered the massification of higher education in the country (Adeyeye et al., 2014).

The emergence of the coronavirus (COVID-19) in China in December 2019 and its rapid spread across the world forced countries to take different policy actions to curb the rapid spread of the virus. Nigeria had its index case reported in February 2020 and, from this initial case, several other cases were reported (Itasanmi et al., 2020). To curtail the spread of the virus, the Nigerian government declared the closure of all educational activities in mid-March 2020. This closure resulted in an abrupt end to academic activities in Nigerian universities, as students ranging from undergraduate to postgraduate had to leave their university campuses (Ifijeh & Yusuf, 2020).

Unlike other universities in developed countries that immediately shifted instruction delivery to online learning spaces to bridge the learning gap occasioned by the COVID-19, most African higher institutions, especially the Nigerian public universities were completely shut down. There are 193 universities in Nigeria (National Universities Commission, 2021), in which the prevailing mode of instruction is the traditional method, consisting of lecturers teaching face-to-face in a physical setting with students. With the ease of the

coronavirus lockdown and the students' safe return to learning activities, the emphasis was then placed on online teaching to limit the risk of transmission of the virus. While private universities in the country were quick to initiate remote learning for their students without disrupting the academic calendar, public universities averagely lost a full-year academic calendar to the shutdown in due to the lockdown (Okocha, 2020).

As public universities in Nigeria gradually opened for academic activities and the adoption of online teaching and learning methodologies are being emphasized and embraced, its effectiveness lies heavily on the academic staff. The academic staff has an important role in students' effective use of online learning (Palmer & Holt, 2009). Currently, many academic staff are still battling with balancing teaching, research, and community service obligations, as well as work-life balance. Therefore, engaging in online teaching may add to their stresses and workload.

Online teaching requires the preparation of learning content and delivery of classes within the confines of a lecturer's home or office, with all the practical and technical challenges this entails, and mostly without proper technical support. This is likely to be compounded by a lack of pedagogical content knowledge, which entails technical and administrative aspects of online teaching, pedagogical foundations and knowledge of the principles needed to design and facilitate meaningful online learning experiences (Rapanta et al., 2020).

There is a changing of roles in the online learning environment by academic staff from the prevailing traditional face-to-face system that focuses on transferring knowledge ('sage on the stage') to a student-centred approach ('guide on the side'), which is the hallmark of online teaching. This usually contributes to resistance to online teaching adoption among academic staff (Wright, 2011). Thus, understanding some of these concerns and undertaking a holistic assessment of factors that could make the academic staff feel motivated to use online teaching for instructional delivery may help, not only for online teaching adoption but to sustain and align staff with good practices in digital learning instructions. This will help them deliver the expected dividends to all stakeholders in the teaching and learning process over time.

What motivates academic staff to use online teaching may appear easy to understand but, in reality, it is somewhat debateable. Several studies which have been conducted to identify factors that motivate academic staff for online teaching have shown slightly different results based on the study population and environment (Hiltz et al., 2007; Keogh & Fox, 2008; Osika et al., 2009; Gautreau, 2011; Casdorph, 2014; Mohamad et al., 2015; Mohmedsali et al., 2017; Schifter, 2019; Itasanmi et al., 2022).

Schifter (2019) undertook an exploratory study to understand motivating and inhibiting factors for faculty members' participation in asynchronous learning networks (ALN) in a university in the USA. The result of the study found that personal motivation to use technology was a strong factor for the academic staff's participation in ALN. Similarly, Keogh and Fox (2008) found that flexible work schedules were the top motivating factor for academic staff's adoption of e-

learning at Dublin City University, Ireland. Also, Hiltz et al. (2007), who sought to understand motivators and de-motivators for teaching online among academic staff, identified flexibility in being able to teach 'anytime/anywhere'; improved personal interaction; the technical and creative challenges offered by online teaching; and the opportunity to reach more diverse students as the leading motivating factors for teaching in online environments.

Most studies on online education, especially e-learning use in Nigerian universities, focus on faculty and students' perception, intention, use, attitude, and challenges (Ajadi et al., 2008; Anene et al., 2014; Aboderin. 2015; Hamidt et al., 2017; Eze et al., 2018; Eze et al., 2020). However, there is a dearth of studies (to the best knowledge of this study's researchers) on what motivates academic staff for online teaching in Nigerian universities. This is the research gap that the current study intended to fill by undertaking an exploratory investigation of the academic staff's motivation for online teaching in Nigerian universities.

The following questions guided the authors in conducting this case study:

1. What is the frequency of online platform use among academic staff?
2. What is the extent of online teaching consideration among academic staff?
3. What is the degree of academic staff's perception of online teaching?
4. What motivates academic staff for online teaching with respect to resources?
5. What motivates academic staff for online teaching with respect to external factors?
6. To what extent are academic staff feel motivated to teach online?
7. What factors may hinder online teaching use among academic staff?

2. Methodology

2.1 Research Design

This study adopted a mixed-methods case study research design to obtain more detailed information about the subject matter under investigation. According to Creswell and Clarke (2018), the mixed-methods case study research approach is a form of mixed-methods research design in which the "quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis" (p. 116). This mixed-methods case study was conducted using a structured survey in form of a questionnaire and in-depth interviews with participants of the study.

2.2 Research Instrument

The main instrument used in this study was a questionnaire entitled "Academic Staff's Motivation for Online Teaching Survey (SMOTS)". The questionnaire focused on the seven domains of demographics; online teaching platform usage; online teaching consideration; perception of online teaching; motivation for online teaching with respect to resources; motivation for online teaching with respect to external factors; and a general feeling of motivation to teach online among academic staff.

The demographic domain consists of closed-ended questions about age, gender, marital status, and academic rank in the university. The online teaching platform usage domain is a binary question to assess if the academic staff has taught using an online platform before. Other domains are structured in accordance with the five Likert scale questions (ranging from Never to Always, and Strongly Disagree to Strongly Agree). The SMOTS items were adapted from the "Readiness to Teach Online Scale" developed by Chi in 2015 to measure academic staff's motivation for online teaching, which was based on its close relevance to the objective of this study as it captured the measurement of the variables the researchers were looking through.

The SMOTS is unlike other instruments such as the "Online Teaching Readiness Survey" developed by Indiana University (n.d.), and "Faculty readiness to Teach Online" developed by Martin et al. (2019). These other instruments majorly focus on measuring online technical and organisational skills to teach in online environments among faculty members. SMOTS was validated by three expert reviewers from the fields of adult education, measurement and evaluation, and statistics. The questionnaire was pilot tested among 15 academic staff members of the University of Calabar, Nigeria. A Cronbach coefficient of .94 was obtained for the questionnaire.

2.3 Research Participants

The participants of the study were the academic staff from the University of Ibadan purposively selected for the study. The chosen university is Nigeria's premier university and it shares similar characteristics with other universities in the country. A total of 195 academic staff were randomly selected across various academic faculties and units in the university. The participants for the in-depth interviews were recruited through a column on the questionnaire for academic staff to indicate their interest to participate in the interview session for further discussion on the subject matter. The essence of the in-depth interviews was to solidify the data collected quantitatively, especially in gaining important information relevant to the study which could not be obtained through the questionnaire.

Of the 28 academic staff who indicated interest, only 16 participated in the interview session. The details of the participants are given in Table 1.

Table 1: List of Participants from Academic Faculties and Units

Faculty	N
Education	16
Public Health	13
Dentistry	4
Technology (Tech.)	19
Sciences	42
Clinical Sciences (Clinical Sci.)	24
Basic Medical Sciences (BMS)	18
Environmental Science	1
Pharmacy	5
The Social Sciences	16
Agriculture (Agric)	8
Arts	8
Veterinary Medicine	3
Renewable Natural Resources (RNR)	6
Institute of Education	2
Economics	3
Multidisciplinary Studies	1
Law	5
Institute of African Studies (IAS)	1
TOTAL	**195**

2.4 Data collection

Paper-based and Google Forms were used to administer the questionnaire. The Google Forms were designed by the researchers and its link invitation was sent to academic staff through emails and faculty social media groups. The paper-based questionnaire was taken to academic faculties and units to reach academic staff who still come to the office despite the shutdown of academic activities due to COVID-19 and a Nigerian Academic Staff Union of Universities (ASUU) strike.

The study's researchers ensured that those who had not participated in the survey online were the target of the paper-based forms. Data collection was done within three months from November 2020 to January 2021. A total of 120 academic staff participated via online Google Forms and 75 participated through the paper-based questionnaire administration.

The in-depth interview was conducted through WhatsApp. WhatsApp was chosen as the medium to engage academic staff in the interview session based on their preference. They expressed the need to make the interview session more flexible for them due to so many things competing for their attention. Equally, through WhatsApp, they were in greater control of their views during the interview session.

The in-depth interview followed a pre-established guide and consent was sought first at the level of interest indication and actual participation. The participants were also assured of the confidentiality of the information they provided. The

interviews were conducted under the following sub-themes based on the study's objectives.

1. Personal and institutional factors that can engender or enhance online teaching behaviour or adoption among academic staff.
2. Major challenges or factors that may hinder online teaching among academic staff.
3. Suggestions on ways to improve or enhance online teaching behaviour among academic staff.

2.5 Data Analysis and Interpretation

Frequency distribution and simple percentages were used to answer research questions 1, 2 and 6, while the mean and the standard deviation were calculated for items in the perception of the online teaching domain to get a weighted mean to answer research question 3. The weighted mean is obtained through the respondent's scores against each item, multiplied by the scores under each Likert scale point. The decision criteria for the weighted mean score was <2.5 as low perception, while a weighted mean score of 2.5 and above was considered to be high perception. For research questions 4 and 5, the mean score of items in both motivation for online teaching concerning resources and motivation for online teaching concerning external factors domains were ranked based on the mean value of each item.

The qualitative data from the interview sessions were properly documented and thematically analysed and presented in verbatim quotations (in italics) to express the exact opinion given to certain questions by the participants. Gender, age, faculty, and academic rank were used as identifiers for each response.

3. Results

3.1 Demographic Profile of Participants

Table 2: Demographic Characteristics of Participants

Variable	Freq.	Percentage
Age		
20-40	35	17.9
41-60	145	74.4
61 and above	15	7.7
Gender		
Male	128	65.6
Female	67	34.4
Marital Status		
Single	6	3.1
Married	184	94.4
Divorced/Widowed	5	2.6
Academic Rank		
Assistant Lecturer	16	8.2
Lecturer II	24	12.3
Lecturer I	53	27.2
Senior Lecturer	45	23.1
Reader/ Ass. Professor	23	11.8
Professor	34	17.4

Table 2 reveals that most (74.4%) of the participants are within the age bracket of 20–40 years and the majority (65.6%) are male. The table further shows that 94.4% of the participants are married, while 27.2% of the participants are in the Lecturer I academic rank category. Other participants were Senior Lecturer (23,1%), Professor (17.4%), Lecturer II (12.3%), Reader/Ass. Professor (11,8%) and Assistant Lecturer (8.2%) categories.

3.2 Online Teaching Platform Usage among Academic Staff

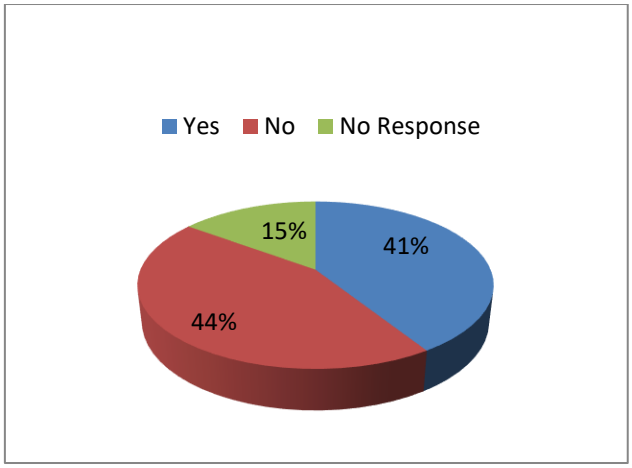

Figure 1: Frequency of Academic Staff Who Have Taught Online

Figure 1 indicates that 44% of the participants have not taught using online platforms before, while 41% of the participants indicated that they have taught using online platforms. However, 15% of the participants did not respond to the question.

3.3 Online Teaching Consideration among Academic Staff

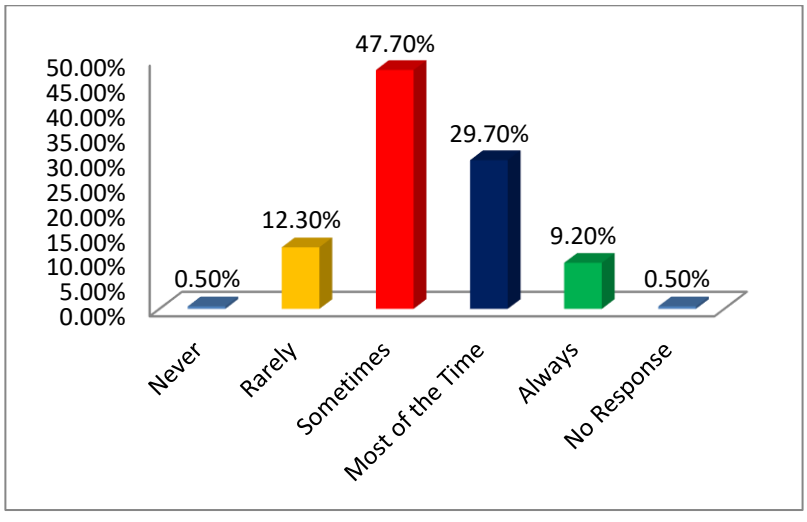

Figure 2: Frequency of Academic Staff's Consideration for Online Teaching

Figure 2 shows that most of the academic staff (47.7%) sometimes consider teaching online, while 29.7% consider teaching online most of the time. The figure

further indicates that 9.2% of academic staff consider online teaching always, while 0.5% of the academic staff never consider online teaching.

3.4 Academic Staff's Perception of Online Teaching

Table 3 reveals that the academic staff's perception of online teaching is high (WA **=** 3.95).

Table 3: Descriptive Statistics Showing Academic Staff's Perception of Online Teaching

Items (Variables)	N	Mean	Std. D
Takes less time than face-to-face classes	195	3.28	1.209
Reaches new audience	195	3.98	.992
Flexible for me	195	4.05	.808
Flexible for students	195	3.96	.849
Diversify programme offerings	194	3.92	.833
Improves my teaching ability	195	3.72	1.014
Helps develop new ideas	195	4.0	.914
Helps professional development	195	4.07	.859
Motivates to learn new technology	195	4.37	.687
Encourages intellectual challenge	195	4.13	.879
Valid N (listwise)	194		
Weighted Average = **3.95**			

Table also shows that academic staff perceive online teaching among others as a motivating factor to learn new technology (mean=4.37), encourages intellectual challenge (mean=4.13), helps professional development (mean=407), and helps them to develop new ideas (mean=4.0).

3.5 Motivation for Online Teaching with Respect to Resources

Table 4: Descriptive Statistics Showing Academic Staff's Motivation for Online Teaching Concerning Resources

Items (Variables)	N	Mean	Std. D	Rank
Availability of onsite design assistance	195	3.71	1.079	7th
Group training opportunity	195	3.92	.902	3rd
Individual training opportunity	195	4.04	.772	1st
Availability of coaching	195	3.79	.892	5th
Support group system	194	3.77	.970	6th
Personal decision	195	3.93	.859	2nd
Acceptance of own format	195	3.83	.850	4th
Strong administrative support	195	3.55	1.236	10th
Good technical support	195	3.61	1.257	9th
Adequate time-off from work	195	3.32	1.136	14th
Course relief to have more time	195	3.35	1.177	13th
Stipends to cater to online teaching expenses	195	3.35	1.430	13th
Grants to support online teaching	195	3.42	1.424	12th
Institutional recognition	195	3.77	1.163	6th
Industry endorsement	195	3.63	1.120	8th
Promotion	195	3.45	1.189	11th
Valid N (listwise)	195			

Table 4 shows that individual training opportunity, personal decision, group training opportunity, acceptance of own format and availability of coaching are major resources that motivate academic staff for online teaching, as these were ranked 1st, 2nd, 3rd, 4th, and 5th respectively. Other resources identified as motivating factors include a support group system, availability of onsite design assistance, industry endorsement, good technical support, and strong administrative support.

3.6 Motivation for Online Teaching with Respect to External Factors

Table 5: Descriptive Statistics Showing Academic Staff's Motivation for Online Teaching Concerning External Factors

Items (Variables)	N	Mean	Std. D	Rank
Colleague adaptation	195	3.65	.927	6th
Students' enrolment	195	3.86	.922	3rd
Programme priority	195	3.78	.948	5th
Enhanced student skills	195	3.80	1.009	4th
Institutional expectation	194	3.90	.824	2nd
Introduction to new technology for teaching	195	4.16	.775	1st
Valid N (listwise)	194			

Table 5 indicates that introduction to new technology for teaching, institutional expectation and students' enrolment are critical external factors that motivate academic staff for online teaching, as they ranked 1st, 2nd, and 3rd respectively. Other external factors identified include enhanced student skills, programme priority and colleague adaptation.

3.7 General Feeling of Motivation to Teach Online Among Academic Staff

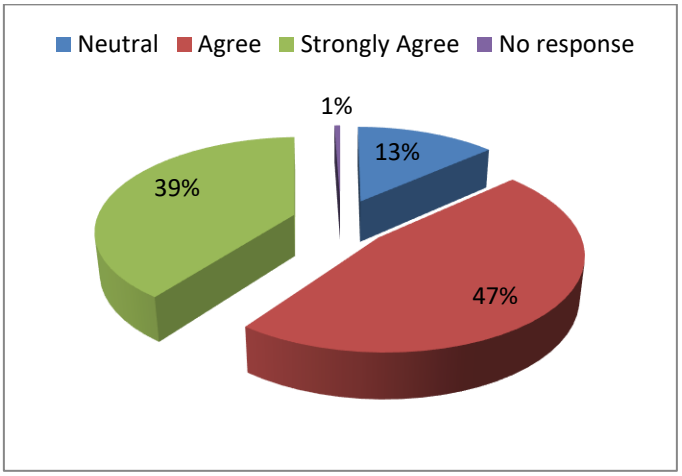

Figure 3: Academic Staff's General Motivation for Online Teaching

Figure 3 indicates that academic staff generally feel motivated to teach online as they overwhelmingly agreed (86%, the summation of participants that agree and strongly agree) that they feel motivated to teach online.

3.8 Factors That Hinder Online Teaching Use Among Academic Staff

The following reactions were derived from the in-depth interviews conducted for the study in which the participants claimed that it can hinder their online teaching. From the results gathered, three themes were used in describing the factors that can hinder their online teaching, namely 1) Personal and institutional factors, 2) Challenges, and 3) Ways to improve.

Theme 1: Personal and Institutional Factors

Participants believed that both personal and institutional factors will engender or enhance online teaching behaviour or adoption among academic staff.

They believed that ICT skills and competencies, the right attitude towards online teaching, adequate infrastructural facilities in the university, capacity building of academic staff, and a good reward system amongst others are factors that can stimulate academic staff for online teaching. They remarked that:

Female/55yrs/Education/Prof:	*Intrinsic motivation to work, IT skills, optimistic attitude to problems of life, management buy-in, top-bottom approach to IT management, infrastructure, capacity building and reward system.*
Female/55yrs/FRNR/SL:	*Desire for improvement and change/ improved visibility, ranking relevance for the institution.*
Male/57yrs/BMS/Prof:	*Provision of facilities such as efficient internet service, uninterrupted power supply, training of staff and orientation of students. Provision of appropriate software for robust online teaching.*
Male/46yrs/Dentistry/SL:	*Previous knowledge of the use of computers and information technology in regards to the use of online teaching aids e.g., Google Classroom, Google Meet etc., provision of good internet network in the office as well as a reliable backup by the university; provision of computers or iPad for academic staff perhaps by providing them for every department in the university; adequate training of staff in the use of online teaching aids.*
Male/46yrs/Tech./Prof:	*Electricity/power, data subscription, IT/ Internet-enabled computers, PC, mobile phones, and other devices. Funds for initial purchase, repairs, operational costs etc. and commitment and systemic concerns,*
Male/50yrs/Education/SL:	*ICT skills and competencies, individual readiness for online teaching, possession of devices for online teaching, ease of accessing online platforms, and attitude towards online teaching etc. institutional policy, provision of*

infrastructure to support online teaching, training, and retraining of staff, ease of access to platforms for online teaching, and usability or user-friendliness of platforms for online teaching.

Theme 2: Challenges

During the interview sessions, participants identified major challenges that may hinder their online teaching, namely poor internet connectivity, erratic power supply, lack of system support and limited knowledge of e-learning among academic staff as major factors that could serve as a challenge to online teaching. They said:

Female/55yrs/RNR/SL:	*Poor infrastructure, poor internet connectivity, no constant power source, affordability, and accessibility by students.*
Female/52yrs/Clinical Sci. /SL:	*Limited knowledge of e-learning, erratic power supply and work overload.*
Female/55yrs/Education/Prof:	*Lack of infrastructure, skills, and facilities for capacity building. Lack of commensurate reward system.*
Male/48yrs/Education/LII:	*Lack of system support (technical support staff) and personal attitude of people.*
Male/57/BMS/Prof:	*Inadequate staff training on the use of online facilities for teaching. Lack of provision of data and epileptic power supply.*
Male/37/Tech/LII:	*The main challenge is the lack of staff's understanding of the use of a phone in disseminating knowledge.*
Male/40/Arts/LII:	*Adaptation to digital technology, facilities, job satisfaction from adequate welfare.*

Theme 3: Ways to Improve

The interview participants suggested some ways to improve or enhance online teaching behaviour among academic staff. They stipulated the adequate training of academic staff on online teaching, adequate infrastructural facilities, staff motivation, and a conducive working environment, as well as good support from the university management as means of enhancing online teaching behaviour among academic staff. They said:

Female/50yrs/Education/SL:	*More workshops on online teaching.*
Male/40yrs/Arts/LII:	*Provision of online teaching facilities.*
Male/63/Social Sci./Prof:	*Support from the university administration.*

Female/55yrs/RNR/SL:	*Staff motivation, conducive working environment, set achievable goals, reward excellence.*
Female/52yrs/Clinical Sci. /SL:	*Provision of training workshops on e-learning, availability of free and fast internet connectivity, a provision on training on course content development.*
Female/55yrs/Education/Prof:	*Awareness training on capabilities of IT for Education. Provision of IT tools. Capacity building. Rewards.*
Male/40yrs/Agric/LII:	*Provision of financial incentives, provision of internet facilities, well-planned and implemented capacity-building programmes and an effective monitoring system.*
Female/55yrs/IAS/RF:	*Adequate subventions from the federal government.*

4. Discussion

This study investigated academic staff's motivation for online teaching in a Nigerian university using a mixed-methods case study research design. The result of the study revealed that most of the academic staff have not taught using online platforms before and their frequency of online teaching consideration is occasional. However, the perception of online teaching is high among academic staff. The reason that most academic staff have not taught using online platforms is that it may be removed from the prevailing conventional face-to-face system of instructional delivery in place in the institution. The system makes academic staff play an active role in transferring knowledge ('sage on the stage') to the students and this contrast with what online teaching is. Online teaching takes a more student-centred approach where the instructor only serves as a 'guide on the side' (Wright, 2011). Therefore, changing roles and moving from a comfortable teaching zone to an uncomfortable zone become a problem and this potentially affects the rate at which teaching online is considered among the academic staff.

This study's researchers also attribute these results to inadequate institutional efforts to encourage academic staff to explore online teaching as there was no sensitization and adequate infrastructure that could make online teaching a viable option. This is despite a high perception of online teaching among the academic staff in terms of serving as a motivating factor to learn new technology, encouraging intellectual challenge, stimulating professional development, and bringing greater flexibility in the educational process. However, their high perception did not reflect in their use of the online platform for teaching. This result resonates with the findings of Palmer and Holt (2010), who reported that academic staff felt that online teaching enhances teaching skills and professional development especially when the student is engaged in the online environment. The high perception of online teaching among the academic staff is consistent with

the result of Bhardwaj et al. (2015), who found that most of the Malaka Manipal Medical College faculty members held a positive opinion of e-learning.

On academic staff's motivation for online teaching concerning resources, the results reveal that individual training opportunities, personal decisions, group training opportunities, acceptance of own format, and availability of coaching are important ways to motivate online teaching among academic staff. These five factors could be summarised simply as constant capacity building of academic staff on online teaching and instinctive desire and acceptance of personal ways to engage in online teaching as major motivating resources that could promote online teaching among the academic staff.

Capacity building of academic staff to acquire basic competencies in online teaching is critical to facilitating online learning. Sufficient ICT skills and other competencies, such as being a content facilitator and designer, must be possessed by academic staff to effectively utilise online platforms for teaching, but this is lacking due to the prevailing traditional system of instruction. Therefore, there must be constant professional development of academic staff to cultivate or enhance these skills. Constant capacity building will help academic staff to become familiar with the online learning environment, have the requisite skills to use required technology and have a good knowledge of where to seek support when needed (Krull & Mallinson, 2013).

Also, due to various environmental and cultural differences between the traditional classroom and online learning environment, moving from traditional classroom learning to an online learning environment requires academic staff to change roles. This can be better done when academic staff are intrinsically motivated to adopt online teaching and allowed to choose technology or platforms considered suitable for both the instructor and students to have a balanced and effecting online environment.

It is worth noting that when interest to engage in online teaching evolved from the academic staff's decision, continuance intention is high as they are personally involved and this may make it easier for them to adapt to crises, thereby reducing technocracy (Panisoara et al., 2020). This result aligns with the research findings of Bakare et al. (2018). This result is corroborated further by the factors given by academic staff as a stimulant to online teaching adoption during the interview sessions. They opined that ICT skills and competencies, capacity building, and a good reward system are factors that can stimulate academic staff for online teaching.

The study's results also reveal that introduction to new technology for teaching, institutional expectation, and students' enrolment are critical external factors that motivate academic staff for online teaching. New and fascinating technology for teaching could motivate instructors to desire to engage in online teaching. New technology can help develop the competencies needed for the 21st century.

The new technologies have the potential to provide opportunities for creating learning environments that extend the possibilities of 'old' but still useful technologies. Also, most new technologies are interactive and, as such, it is easier

to create learning environments that encourage hand-on-practice, feedback loop, and continuous refining of understanding that leads to new knowledge (Bransford et al., 2000).

Clear institutional expectations from academic staff as regards online teaching also play a critical role in motivating the faculty for online teaching. Teaching online requires realistic institutional support to facilitate quality online learning and, when institutions set expectations that help develop the talent, skills, and expertise of academic staff, they are likely going to be highly motivated to engage in online teaching (Tipple, 2010).

Equally, students' enrolment in the online course could stimulate online teaching among academic staff. Through student enrolment and active online interaction, both the instructor and students become co-creators of the learning environment, and this could enhance social, cognitive, and teaching presence that will enhance commitment to achieving learning goals (Law et al., 2019).

On academic staff's general motivation to teach online, the result of the study reveal that an overwhelming majority of the academic staff feel highly motivated to teach online. This feeling may be necessitated by the urgent imperative to move the traditional classroom to the online environment because of the emergence of COVID-19. During the lockdown imposed to curtail the spread of the virus, all educational institutions in Nigeria were shut, especially public universities, and none were able to move classes online.

With the ease of the coronavirus lockdown and the need for the safe return of students to learning activities, the emphasis has now been placed on online teaching to limit the risk of transmission of the virus. While private universities in the country were quick to initiate remote learning for their students without disruption in the academic calendar, public universities averagely lost a full-year academic calendar to the shutdown in academic activities (Okocha, 2020). To close the disparity with their counterparts in private universities and other universities in the world, public university academic staff are eager and desirous of adopting online teaching to facilitate learning. Also, online teaching presents a great opportunity for them to improve their technology and facilitation competencies and an opportunity to fit into the digital learning landscape that characterizes the 21st century. This high feeling of motivation for online teaching among the academic staff could therefore help to properly shape and reduce resistance to online education in the country.

Further identified as challenges to online teaching among the academic staff are inadequate online teaching facilities, lack of system support, work overload and low knowledge of e-learning among academic staff. Generally, in Africa, the major impediment to online education, as documented in the literature, include lack of ICT skills, high cost of internet, inadequate infrastructure, rejection of e-learning by faculty members and power supply shortage (Adarkwah, 2020).

The irregular power supply is an age-long issue in Nigeria that has affected not just the educational sector but the economy of the country. A major impediment to technological advancement in many universities in the country is the unstable

power supply as most technological tools require electricity to function whereas this is not readily available. Students who reside in rural areas are mostly affected, as most rural areas in Nigeria are off the national grid and, as such, utilising online platforms effectively in such an environment is difficult (Adeoye et al., 2020).

Equally, poor internet connectivity and lack of prior knowledge and experience of e-learning often make faculty members sceptical about online teaching and this usually leads to resistance to the adoption of online teaching. Also, teaching online requires a great amount of time and attention to develop learning content and, because of several academic and administrative duties and an acute shortage of teaching staff, academic staff are forced to shoulder responsibilities that take a great percentage of their time and attention, thereby making it difficult to devote time to online teaching (Mutisya & Makokha, 2016). These results are consistent with previous research findings (Al-Wehaibi et al., 2008; Anene et al., 2014; Kisanga, & Ireson, 2015; Mutisya & Makokha, 2016; Adelore & Itasanmi, 2016; Eze et al., 2018; Adnan & Anwar, 2020).

5. Conclusion and Recommendation

The prevailing conventional face-to-face system of instructional delivery in place in Nigerian universities has affected the use of online teaching platforms for teaching and this possibly explains the reluctance in its adoption before the emergence of the COVID-19 pandemic. The academic staff's perceptions about online teaching are high in terms of its potential to seamlessly provide flexibility in instruction delivery, enhance ICT skills and improve facilitation competencies. However, the actual use of online teaching by the academic staff is not a true reflection of their perception. The constant capacity building of academic staff to acquire basic competencies and meet favourable institutional expectations as regards online education in the universities remain critical motivational factors to encourage online teaching among academic staff in Nigerian universities. The major limitation to the effective adoption or use of online platforms for instructional delivery in Nigerian universities includes poor internet connectivity, erratic power supply, lack of system support, work overload and limited knowledge of e-learning among the academic staff.

This study discovers the need for Nigerian university management to engage in rigorous awareness campaigns and sensitisation on the benefits inherent in online teaching and create a favourable environment for the use of online platforms to deliver instruction to students. Additionally, there is a need for universities to vigorously embark on capacity building of academic staff for online teaching to cultivate or enhance basic ICT skills and other essential competencies needed to manage an online learning environment. Likewise, the institutional expectation about online education must be set not only to project the universities as truly global ones but also towards developing the talent, skills, and expertise of academic staff with an adequate reward system to sustain academic staff's interest in online teaching overtime. Lastly, improvement in basic infrastructure, such as electricity supply, internet connection, ICT tools in the universities, and hiring enough technical support staff must become major priorities for all university stakeholders and management.

6. Limitations and Suggestions for Further Studies

The study is not exhaustive of all the factors that may motivate academic staff to adopt online teaching. This study only evaluates the likely factors, such as prior use of online teaching platforms, frequency of online teaching consideration, online teaching perception, resources, external factors, and a general feeling of motivation to teach online, and the factors that may hinder effective use of online teaching platforms. Thus, future studies may extend the scope to areas such as technical competence, e-learning readiness, e-learning practice and specific digital tools and resources that may be more suitable for use among the academic staff.

While the current study takes an evaluative approach, future studies may endeavour to adopt a correlational model for better quantification of factors. Also, the adoption of a case-study approach limits the study to only one university, whereas future studies should explore multiple-case design to make generalisation easier. Furthermore, the study adopted random sampling and this resulted in not having an adequate sample size in some groups. Hence, future studies should adopt cluster and proportionate sampling techniques for a sufficient sample size.

Ethical consideration: The study was approved by the Department of Adult Education, University of Ibadan. The participants' informed consent was obtained before participation, and they were assured of the confidentiality of the information given.

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