The Perceptions of English Teachers, at a selected Combined School in Erongo Region, on their readiness to conduct online teaching during the COVID19 lockdown in Namibia

Perien Joniell Boer, Janel Marais, Hilda Sheya, &, Josephine M.M. Halweendo[7]

Abstract

The Ministry of Education, Arts and culture, proposed learning at K-12 as the solution for continuing education during the CoVID19 pandemic lockdown period across Namibia (March/April 2020). Due to the haste in implementation e-learning at schools by teachers, researchers sought to get a glimpse of the perceptions and self-efficacy of English subject teachers one their readiness to conduct online teaching. This single case study design involved English teachers at a selected combined school in the Erongo region. The open-ended questionnaire results focussed on teacher e-readiness, management support, school culture and school and community infrastructure and student and parent preparedness. The study findings are clear that teachers were not opposed to teaching online, however, they were very aware of the issues and limitations that would make it challenging. Challenges included not only their own ICT literacy skills and the connectivity issues, but recognising the lack of self-directed learning from their learners.

[7] Perien Joniell Boer, Senior Lecturer, University of Namibia, pjboer@unam.na
Janel Marais, Fourth Year English Student Teacher, University of Namibia,
Hilda Sheya, Fourth Year English Student Teacher,.University of Namibia,
Josephine M.M. Halweendo, Fourth Year English Student Teacher, University of Namibia

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INTRODUCTION

Online learning, or e-learning, has started to get momentum around the world, and today, it is seen as the way forward. Borotis & Poulymenakou (2004) define e-learning readiness as "the mental or physical preparedness of an organisation for some e-learning experience or action." e-Learning readiness evaluation assists an organisation to develop and implement comprehensive e-learning strategies (Kuar & Abas, 2004). Learners must also be "e-ready" in order for a consistent achievable to be achieved and implemented (Infodev, 2001). According to Hodges, Moore, Lockee, Trust, & Bond (2020) there is a difference between well-planned online learning and emergency remote learning (ERT). Faced with the COVID-19 thread, many education establishments started using remote online teaching for safety reasons. This may lead to the perception of teachers to be less than ready, even those who receive training and support. According to Hodges, Moore, Lockee, Trust, & Bond (2020) online learning are linked with lower quality education, despite research showing the contrary.

In Namibia, the Ministry of Education, Arts and Culture (MoEAC) toyed with the decision to engage k-12 education in an e-learning format. The education executive director, Sanet Steenkamp, insisted that school must open on 20 April 2020 without face-to-face classes, as the MoEAC is considering offering e-learning classes for learners in order to stay on

course and not miss out on vital schoolwork (Kahiurika & Miyanicwe, 2020). She also conveyed that MoEAC is looking into using online and visual education as the MoEAC are facing challenges during the Covid-19 pandemic. According to the Namibia Institute for Open Learning director, Heroldt Murangi other alternatives are remote teaching, where teachers leave work out for learners to collect, teaching via WhatsApp, Radio and Television, as teaching through the internet is very important at this time were we cannot rely on print (Kahiurika & Miyanicwe, 2020).

The aim of the study is to do an inquiry on English teacher readiness about e-learning. If English teachers were to follow through on the MoEAC directives to do online learning would these English teachers at a combined school be able to transfer their ICDL skills or ICT. Literacy skills to an online environment for teaching and learning.

In a survey on teachers' readiness for online learning conducted by Youth Corner, several issues were highlighted (Siririka, 2020). Several concerns were raised, including a teacher from Ludwig Ndinda Primary school in Okahitua, Vincent Karokohe, who indicated that he does not think he is ready even if he is computer literate (Siririka, 2020). Some of the main concerns aired was that network coverage and technical support is not available and that it may cause harm to his learner's education (Siririka, 2020). Siririka describes that many teachers do not know how the e-learning concept works as proper training and workshops are not in place. She noted that one teacher at the Hoachanas settlement in the Hardap region said he was more than ready to give online lessons, but he doesn't feel that his colleagues, especially the older teachers, are ready due to lack of resources, equipment, training and support.

RESEARCH PROBLEM

The Namibian ICT in Education Policy has placed much focus on ICT Literacy and training for ICT integration for teachers and school administrators. The Ministry of Education (MOE) used the International Computers Drivers License (ICDL) training as its ICT literacy tool for in-service education and training (INSET) teachers. While ICDL focuses on basic ICT literacy, no focuses is placed on pedagogy of integration practices or elearning. The University of Namibia has three ICT integration courses in their B.Ed. program namely, Integrated Media Technology Education (IMTE) 1, IMTE 2 and Educational Technology Career specialization. These courses/ modules aimed to give prospective educators the necessary pedagogical focus to integrate ICT and prepare and work in an e-learning environment. It is based on the above mentioned ICT training opportunities that the Ministry of Education expects teachers to be able to teach online (MoEAC, official correspondence). Many school have received computer labs and certain infrastructure is available in educational regions (Tech/Na!, 2006). Kacelo et.al (2019) notes that teachers indicated confidence in their use of the MicroSoft Office package and online searches, however were unable to transfer those skills to integration practices in the classroom. Siririka, (2020), noted that teachers when asked about their readiness for e-learning claimed that they had several concerns in implementing online learning. The Ministry of Education Arts and culture at first mandated teachers and schools to follow online learning. This study wants to explore the perceptions of English teachers at a selected school on their readiness to implement the online teaching of English. Additionally, the study wants to uncover whether the school principal perceives the school to be ready to take on the call of

the Ministry to move to e-learning during the lockdown of the COVID19 pandemic 2020.

Research Questions

The major research question this study aims to address is:

What is the perception of English teachers on their readiness to teach English online at the selected school in the Erongo region?

The sub-question that inform the major question are:

What are the challenges the English teachers experience to teach online at the selected

school in the Erongo region?

What is the infrastructure and resources needed to teach online at the selected school in the Erongo region?

What are the recommendations for improving online teaching at the selected school in the Erongo Region?

Teacher e-readiness and ICT Literacy training

Despite the awareness of the government policies to ensure all teachers were ICT literate and able to integrate technology into the classroom, much of the Namibian teacher integration is fundamental consisting of a laptop with a powerpoint presentation and a multimedia projector (Boer, 2012). The teacher training institutions have built technology integration and ICT literacy in their curriculum in order to prepare teachers to be able to be e-ready for any school environment, however many factors hamper the use of technology and more so the technology integration aspect of teachers at the schools (Wilder, 2012).

Infrastructure at Schools in Namibia

According to the Tech/Na! implementation plan, Namibian

schools should be at a minimum of ICT development level 2 (see fig.1). This means that each school should have at least one room with computers, a few projects and audiovisual materials, and internet access at the schools. Furthermore all teachers would have undergone ICT Literacy training such as

	Level 1	Level 2	Level 3	Level 4	Level 5
Classroom facilities	1 room with ICTs	At least 1 room with ICTs	2 or more rooms with ICTs	Many rooms with ICTs	Significant number of rooms with ICTs
Display facilities	Audiovisual and/or broadcast facilities	Projector and/or ability to display audiovisual materials	Projector and/or ability to display audiovisual materials	Projector and/or ability to display audiovisual materials	Projector and/or ability to display audiovisual materials
Internet access	Not necessarily	Yes	Yes	Yes	Yes
Teacher skills: all teachers	Foundation Level ICT Literacy Certificate	Foundation Level ICT Literacy Certificate	Intermediate Level ICT Literacy Certificate	Intermediate Level ICT Literacy Certificate	Advanced Level ICT Literacy Certificate
Teacher skills: specialised staff	1-2 staff with Intermediate Level ICT Literacy Certificate	At least 2 staff with at least Intermediate Level ICT Literacy Certificate or higher ICT qualification	At least 30% of staff with Advanced Level ICT Literacy Certificate or higher ICT qualification	At least 50% of staff with Advanced Level ICT Literacy Certificate or higher ICT qualification	At least 50% of staff with ICT Diploma/Degree (or equivalent)
Learner or student skills	Introduction to ICTs	Foundation Level ICT Literacy Certificate	Intermediate Level ICT Literacy Certificate	Intermediate Level ICT Literacy Certificate	Advanced Level ICT Literacy Certificate
Student access	1 class period per month	1 class period per week	At least 3 class periods per week	At least 1 class period per day	At least 4 class periods per day
Timetabling of ICTs	No	Yes	Yes	Yes	Yes
Communication with parent Ministry via ICT	None	Over 20% done via email	Over 33% done via email	Over 50% done by email	Over 75% done through email and web

ICDL or Foundation level ICT Literacy and the school should timetable ICT training for learners at least at one class per week.

Figure 1: The technological development levels at educational institutions from the Tech/Na! implementation.

Despite many efforts to build infrastructure in the schools and at universities, connectivity is accessible in more than 80% of the country, but the inequity of technology infrastructure remains an issue for the MoEAC to address (Wilder, 2012).

At present the majority of Namibian high schools cannot boast of meeting the minimum developmental level 2 requirements (as seen in figure 1). Many government constraints and inefficiencies have delayed, and in many ways halted, the Tech/NA! implementation process, including ineffective leadership of principals and lack of expertise of teachers (Ngololo, 2012).

Theoretical Framework

This study is grounded in the Chapnick model for measuring e-learning readiness of an organisation (So & Swatman, 2006). Chapnick designed an e-readiness model that uses the following categories a) Can we do this?; b) if we can do this, how are we going to do this? and c) What are the outcomes and how can it be measured? This model groups factors in eight categories:

Psychological readiness that considers the impact an individual's state of mind may have on the outcome of the e-learning strategy. This was pointed out to have the highest possibility to disrupt the process of implementation. This study used various areas of the model to inquire the perceptions of teachers on the 7 areas listed below:

- Sociological readiness considers the interpersonal environmental aspects in which the program is to be implemented.

- Environmental readiness considers the large-scale forces operation of stakeholders inside and outside the organisation.

- Human resource readiness considers the supply and style of the human-support system.

- Financial readiness factors in the consideration of the budget size and allocation process.

- Technological skill (aptitude) readiness considers the observable and measurable technical competencies.

- Equipment readiness considers the question if the organisation possesses the proper equipment.

- Content readiness considers the subject matter and instruction goals.

This study thus aims to explore what teachers perceived concerning their own e-readiness to implement e-learning on short-notice, and how they perceived the environmental and school cultural context within the context of having to implement e-learning during the initial COVID19 pandemic lockdown in Namibia.

METHODOLOGY

Research design

This qualitative research follows a single case study design. The perceptions of English teachers act a selected combined school are explored using a semi-structured interview protocol to indicate how ready English teachers, at a combined school in the Erongo region, are to implement e-learning to teach English teaching online. Due to the COVID-19 lockdown the research group decided to change the interviews in person and telephonic to an open-ended questionnaire.

Population

The population focused on English teachers at a school in the Erongo region. The open-ended questionnaire was made available to six participants: The principal and the head of the language department, three full time teachers and one student teacher showcased a purposive sampling technique.

Sample and Sampling procedure

In this purposive sample, the criteria in the population had to meet the following criteria: They had to be English teachers at the selected combined school. The school had to be equipped with technology infrastructure and with computer labs. It was important in the study to assess the perspective of e-learning implementation from a decision making and support perspective. Based on the criteria set, six participants from the selected school were identified to participate. Additionally, the principal at school was also asked to participate.

Research Instruments

The research instrument originally was a semi-structured interview, however the same questions were then placed in a open-ended questionnaire that was made available to thee predefined individuals at the selected school, with a google form link in order to answer the research questions.

Data Collection Procedure

Due to the lockdown and restrictions amongst other challenges imposed during Covid-19 pandemic, the research team set up the interview questions via google forms. A link was sent to the participants through WhatsApp, in which the participants could indicate their preference of response method to either an email, or complete the questions on google form. All participants chose to complete the google forms. Although the open-ended questionnaire was sent to six participants, only five participants partook in the study.

Data Analysis

The open-ended questionnaire responses were analysed and categorised based on codes identified. The themes uncovered, focussed on five areas i.e. teacher preparedness, management support, school culture, infrastructure and, student and parent preparedness.

Presentation of Findings

The findings from this study presents the five themes namely, teacher preparedness, management support, school culture, infrastructure, and student and parent preparedness. Due to the anonymity and confidentiality of participants, the code [T and number] is assigned to specific respondent in the study, example [T1] indicates teacher one etc.

1. Teacher preparedness

All the respondents in this study noted that they understood the term “e-Learning”. They indicated that it was:

“It is an online teaching and learning.” [T1];

“Teaching and learning through electronic mode. [T2]”

“The use of electronic media, usually the internet or social media, to deliver and enhance knowledge & skills[T3]”

“You are using the Internet to teach learners while they are at home [T4]”

“It is a technical system that allows learners or students to access soft-copy documents on the internet through WhatsApp, email, etc; [T5]”

Teachers listed Google Classrooms, Zoom sessions, Edmodo, and WhatsApp as possible software platforms that could be used for online teaching and support.

Teachers said that e-learning is helpful to improve teaching and learning, but raised concerns to students 'ability to study on their own or to be self-directed in their learning. Concerns were also raised about the learners 'time management skills. When asked concerning their thoughts on the "helpfulness to improve teaching and learning" Teachers had a positive response.

They indicated "Yes, this tool is more or less function in the same way as in the normal classroom. Teaching and learning happens thus the similarities is significant that e-learning is helpful to improve teaching and learning. [T1]"

"It can be helpful given a situation that all the learners are equipped with the needed tools and resources. It will lead to independent learning and can possibly enhance performance. [T2]"

"Yes, it makes teaching easier & saves time & energy for example teachers won't need to make copies for notes to hand out to learners, they just send out pdf files. Learners can access learning content anywhere on their devices. They can watch lesson presentation videos over & over again, thus making learning easier.[T3]"

One teacher indicated that "No, since our learners are not motivated to work on their own.[T4]" highlighting the importance of self-regulated learning in learners.

Teachers indicated the concerns of developing online materials for the learners. They indicated the need to be very clear on their instruction and pace and sequence of the learning material. Teachers also were aware that their traditional teaching style and role would change significantly when they move to an online platform. Furthermore, they indicated their concern for slower learners and said they would have to do additional reading up on how to deal with these learners in an online setting.

“The slow learners will face a lot of challenges cos I am used them being with me physically and in their absent as we switch off to e-learning that means I have to study other magazines on how to deal with them on online learning. [T1]”
“Ensure learners get clear guidance and needed material. To guide the pace and sequence of the learning content. Regular testing and evaluation of results. [T2]”
“Developing electronic learning material for students as well as assessment material. [T3]”
“Prepare and present, record lessons to present it to the learners.[T4]”
“As a best equipped teacher.[T5]”

Participants were divided on the issue of how they felt teaching online during the pandemic. Teacher 1 indicated his willingness to teach due to the safety aspect, but teachers 2, 3, 4 and 5 indicated that it would not be worthwhile of their efforts knowing that their learners would not be able to access the online platforms due to access and infrastructure. Thus, there was an unanimous willingness to teach online, “Yes because its much safer for my life.[T5]”, but the motivation to actually do was rooted in the reality of the Namibian context. “No, I am not, in fact, I am not even doing it because not even half of my students will be able to access learning content online.[T3]”;

2. Management Support

When it came to the perceptions of school management support, participants 1, 2 and 4 felt that management supported the implementation of e-learning, while teacher 3 said “to a certain extent.”
“Yes, since they encourage teachers to have contact numbers of parents and create WhatsApp groups. [T5]”

When asked whether the school would be able to make e-learning work through the IT infrastructure, the majority of teachers indicated that the major limitation would be learners ' access to equipment and connectivity. One teacher [T1], indicated that e-learning or an online learning model at the school is possible as wifi is available even though it does not reach all classrooms.

"Yes, the school has unlimited wifi and laptops.[T1]"
"Insufficient resources and internet connectivity. [T2]"
'No, because we have very limited infrastructure. [t3]'
"No. Internet coverage is weak. Limited computer resources. [T4]"
"No, there are no enough computers. [T5]"

Teachers felt that the technical support was inadequate noting:
"No, it will take long even for Telecom Namibia to fix the error with the wifi. That will distract the process. [T1]"
"The school only has 2 desktop computers and a few laptops. Wifi coverage is in a very little range, it does not reach all the classrooms. [T3]"
"Yes. We do not receive technical support. [T4]"

3. School culture

The responses to the question "Do you believe your colleagues understand what e-learning entails" were indicative of teachers not being ready to implement e-learning as they mostly were unsure and admitted that this topic is not discussed amongst peers.
"Yes. They have created *online platforms* where teaching continues during this time of Covid-19. Despite the challenges they are reaching out to learners in various ways. [T2]"

“I can't really say, because I am not sure. [T3]”
“I cannot say anything on this since we did not engage on such a topic.[T4]”
“No , since they asked for any course on how to go about e-learning. [T5]”

The majority of teachers felt that the school did not have the ability to make e-learning work with responses such as:

“At the moment 65% of our learners in grade 8-11 do not have access to a smartphone or a computer. The school does not have sufficient laptops or computers that can be used by the teachers for learning. Wi-Fi connectivity does not cover all classrooms. [T2]”;
“No, because to do that the school needs a lot of funds and the school hardly has enough money for even the much cheaper necessities. So, it’s very unlikely.” And “No, because there are few resources for each teacher. [T3]”

Teacher 1 said “Yes, the school has wifi that is unlimited and a few laptops otherwise majority if the colleagues have their own laptops.” Teacher 5 indicated “Yes. If resources are available and we receive proper training.”

4. Infrastructure

The majority of participants felt that the school’s infrastructure cannot support e-learning with responses such as “no, because we have limited infrastructure.[T4]”, “No, internet coverage is weak. Limited computer resources. [T5]” And “No, there are not enough computers.[T2]” and “Insufficient resources and internet connectivity. [T3]”.

5. Student and parent preparedness

When asked about how attentive learners will be when using online classes the respondents indicated that the learners would not be committed. This was indicated by: "…our learners are being forced and pushed to do their work (in a classroom setting) so if there is no one to do so they will be reluctant. [T1]" And "…they will be more on social media. [T3]" And "No, because most learners already need teacher support. [T4]" Teacher 3 noted that "Yes, learners are usually excited about new and unusual challenges."

The majority of teachers felt that learners are not ready for e-learning, mainly due to limited infrastructure and internet access. They indicated that: "Most of them do not have the proper infrastructure to assist them with e-learning. [T1]" and "They do not have the necessary tools, drive and commitment.[T2]" , "No. Since they do not have e-learning equipment. [T3]", "No, the majority of the learners do not have any means of access to the internet. [T4], and ""some of the learners are from poor background family.[T5]"

Participants agreed that parents cannot support learners with e-learning at home because "No, most of them complain of being illiterate and enable to help their children with work. They are just how for the school to reopen. Some do not have smart phones nor laptop fir the systems to work for them. [T1]" ;
"No. Parents often enquire about the resumption of the face to face classes. They complain about the lack of resources and do not have the financial means to cater for e-learning. [T2]"
"No, they cannot afford gadgets for e-learning [T3]" and;
"No, since some are complaining that they will not be able to afford to buy Phones and laptops if school will not be able to provide. [T5]"

Teacher 3 indicated that “Yes, I believe some parents who truly understand do but others especially those who aren't truly acquainted with e-learning do not know how to guide their children as they themselves do not quite understand.”

All teachers believed that learners do not have the required IT equipment and the necessary IT skills and competency to participate in e-learning. There was also a unified agreement that learners do not have the necessary time management skills to be successful in e-learning which was indicated by:
“No, in class they have poor time management cos of disciplinary problem thus it would be worse especially if there is no one to strictly supervise at home. [T1]”.
“No. It is very difficult to have a reasonable percentage of learners online at the same time. [T2]”
“No, most learners will struggle because this will be new to them & it will take time for them to grasp this whole development. [T3]”
“No. Since they are on their own and will be gentle to complete the tasks. [T4]”
“No, as some might find themselves on the place where there is no network or internet access. [T5]”
All teacher considered that learners would not have proper Internet access at home to use e-learning successfully.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The major research question aims to address the perception of English teachers on their readiness to teach English online while the sub-questions aim to inform the major question and focus on the challenges teachers experience and the infrastructure and resources needed to teach online. The

discussion will follow by answering the research question of this study:

What are the challenges teachers experience to teach English online?

Teachers were unanimous in the challenges when teaching online. Concerns were raised as to the infrastructure and access of the learners in the community and especially in a remote environment. Concerns about assessments ranked second to the access issues in that teachers were concerned that learners would cheat or not be able to get to the assessment at the same time online, which spells additional work for the teacher having to set another test.

Technical issues while taking tests. Learners may not be available to take the test at the same time, delayed responses due to limited or slow internet etc.

Teachers indicate that the limitations of implementing online e-learning would be likely the fact that not all learners can afford the equipment such as smartphones and laptops or personal computers. Internet access was already mentioned earlier as a major issue. Of more importance, teachers considered the inadequate ICT literacy of both teachers and learners and lack of commitment of both parties.

What is the infrastructure and resources needed to teach English online?

The findings indicated that there is a lack of infrastructure and resources which limit the implementation of e-learning at this combined school in the Erongo region. The infrastructure and resources needed to successfully implement online teaching in

English include a stable internet line and Wi-Fi that reach all classrooms which will enable teachers to work from their classrooms and adhere to social distancing rules and regulations. More computers, may it be desktops or laptops, are required for teachers to work on and proper training in the area of teaching online, as well as efficient IT support, will also be required. Teachers indicated that they needed training for the development of materials online as well as strategies to engage and motivate students online as well as how to deal with slower learners or learners with cognitive challenges.

Management support can be a limitation especially if there is insufficient funding for the maintenance of IT equipment at school and for payment of WIFI and even extending the range of the wifi at the school. The findings indicated that management has a plan in place on implementing e-learning, however, limitations would make the implementation fail.

What are the recommendations for improving online teaching at the school?

The recommendations from teachers were that teachers and learners need to be trained for e-learning. They indicated that training is to build confidence and enables them to acquire the necessary skills and literacy to not only participate in e-learning but to also enable teachers to create content and design assessments (Abas & Kuar, 2004), this is in par with definition of e-learning by Borotis & Poulymenakou (2004), where they refer to “the mental or physical preparedness of an organisation.” Access to internet networks and technological equipment must be made available to all learners and teachers who do not have access to it in order for e-learning to be implemented. As indicated by Ngololo (2012) the

implementation of Tech/NA! development stages are delayed or halted due to lack of expertise and ineffective leadership.

With the current Covid-19 pandemic in mind, it became clear that ERT is the “quick fix” to the problem of learners not being able to return to schools, but it is also important to implement a well planned e-learning curriculum in order for the MoEAC to accommodate all learners during this time. If there is proper ICT literacy training for learners and teachers, and the MoEAC are able to provide ICT equipment, resources and technical support to teachers and learners, the perceived readiness of teachers to teach English online will increase positively.

Linking Data to Theory

Viewing the data in the light of the theoretical framework of Chapnick model for measuring e-learning readiness of an organisation the following applies:

Psychological readiness: The teachers in this study indicated that they were prepared to teach online. However, they were concerned for the many perceived challenges in implementing any e-Learning. Due to the fact that it was a perception study and that the teachers reported their self-efficacy on the issue, it remains unclear as to the psychological readiness to implement e-learning. Teachers did indicate that they had management support in the implementation and that there was support from colleagues, how they really felt about actual implementation is uncertain.

Sociological readiness: The teachers in the study indicated that many teachers set up communities of learning on various social media sites such as WhatsApp to continue learning activities with the learners. Despite these efforts the teachers felt that the school culture would not be able to sustain an

implementation. Various challenges were listed, with IT competence as one the important areas, that would hinder the implementation. Teachers felt there was a relatively good support from management and fellow colleagues.

Environmental readiness: The concerns raised by the teachers indicates that there was overall no e-readiness not only from the school and staff, but from the stakeholders, the Ministry of Education AC as well. All can agree that COVID19 pandemic caught everyone unaware and in many ways those countries that succeeded in moving to elearning were those systems who built structures in place over time to sustain the initiatives. The MoEAC was unfortunate in that many of the efforts of ICT readiness at schools were either halted, or not started over the period since 2006.
Human resource readiness considers the supply and style of the human-support system.

Financial readiness factors: The teachers indicated concerns of management of technology infrastructure and funding to not only purchase technological equipment but to upkeep or maintain.

Technological skill (aptitude) readiness: The study did not measure the ICT literacy of teachers and was dependent on the self-reporting of teachers skills. Overall teachers indicated that they would love to have training in elearning . Moreover they felt that training around designing the learning materials in the learning management system (LMS) would be of optimal importance.

Equipment readiness: The teachers indicated the weak internet connectivity as well as few technological resources at the school indicating that the school was not ready for

elearning nor for allowing students to come and work on school property after school hours. considers the question if the organisation possesses the proper equipment.

Content readiness: As stated earlier, teachers wanted to receive training in designing learning materials online, but were most concerned about their students inability to self-regulate their learning. Teachers also noted that they were unsure of how to support slower learners online and would require training and support in that regard.

Conclusion

The study findings are clear that teachers were not opposed to teaching online, however, they were very aware of the issues and limitations that would make it possible to achieve. Despite management support in terms of a plan and a supportive school culture, issues of lack of infrastructure, Internet, and insufficient training for both learners, teachers and parents were concerns raised. Results of the findings revealed that teachers are well aware of e-learning as a mode of study and have a sense of understanding of what it entails to teach online. Teachers indicated that they do not have the required IT and skills to compile teaching and learning materials and lessons electronically. Teachers indicated that the use of electronic media is crucial, in order to deliver and increase the knowledge, by the use of the internet to deliver the skills to the learners in remote areas and that teachers are not well prepared as they do not have the required information and technology equipment needed to teach online.

This study findings points to a lack of e-readiness in various aspects of implementation of eLearning during COVID19 lockdown period in March to April of 2020 in the selected school. Even though the results cannot be generalised due to

the many limitations, much of the responses from teachers echo the common perception amongst teachers. Most importantly, the study seems to highlight the inequalities that were out of the control of the teachers and the schools. The lack of training, the lack of technology resources and technological support were for the most part out of the control of the school management and teachers. Getting into the glimpse of teachers' minds and thoughts during a pandemic can be of great assistance to the MoEAC in order to better plan and prepare for future pandemics.

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