ORIGINAL ARTICLE

EFL Postgraduate Students' Perceptions, and their Practices of Online Instructions in the University of Gondar: A Qualitative Case Study

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Abstract

This study was aimed to explore EFL postgraduate students' perceptions, and their practices of online instructions at the Department of English Language and Literature in the University of Gondar. In order to attain this aim, a qualitative case study research design was employed. To collect data from EFL postgraduate students, semi-structured interview to eight postgraduate students and nine online observations were employed. The data were categorized thematically, they were analyzed accordingly. The results of the study indicated that although EFL postgraduate students had a positive perception of online teaching and learning platforms during COVID-19, they were unsure of its effectiveness. The findings also indicated that the practices of online instructions among EFL postgraduate students were not effective compared to face-to-face learning. The study concluded that EFL postgraduate students viewed online platforms positively, but they did not have positive perception towards its effectiveness. It was also concluded that EFL postgraduate students did not practice online instructions properly. As a result, University of Gondar should encourage EFL postgraduate students to use multiple virtual technology resources that are essential for online teaching and learning practices.

Keywords: Online instructions, perceptions, practices, EFL

Introduction

Nowadays, online education has become essential for teaching and learning in higher educations. In this regard, Conceição and Lehman (2011, p.1) state that "online learning in higher education is growing at a rapid pace, and online learners have surpassed the total higher education learner population." The desire for applying technological innovations in higher education emanates from the observation of the potential that modern technologies can enhance education delivery (Nihuka, 2011). Due to COVID-19, the increase in demands for accessibility of higher education creates opportunities for online teaching and learning. For this, online technologies, such as Zoom, Microsoft, Google Meeting and others have become new modes of learning in higher education contexts. Accordingly, online teaching and learning have become crucial for higher educational institutions (Arkorful & Abaidoo, 2014).

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In the digital era, the advancement of technology plays a significant role in enhancing online teaching and learning. According to Siemens (2004), connectivist theory is the theoretical underpinning that promotes the utilization of online technology in the digital age when learners can learn and work in a networked environment. The massively changing technological environment is also bringing about a significant shift in the ways teaching and learning process is handled in higher educational institutions. Given this fact, Górska (2016) elucidates that the changing world requires universities to look to a new way of thinking about studying: combining classes of various disciplines and teaching through modern technologies, like e-learning. The utilization of technologies for online teaching and learning takes into account the perceptions, practices and principles of learning in higher education.

Ulfah, Chandra and Hidayat (2021, p.146) state that "students' perceptions on the use of online learning can help teachers to adjust to and improve the quality of teaching". When students have positive perception towards online instructions, they can use and enhance their learning. Research finding shows that English students had a positive attitude during the use of English online learning since it enhanced learning in such an environment (Husna, 2021). Similarly, McMurtry (2016) asserts that practices of effective online teaching can be done by understanding two folds: instructor's and students' perspectives. With this view, instructor's teaching strategies for online teaching and students' satisfaction with particular teaching strategies are worth considering. This is because online teaching and learning presents the massive use of internet and technology to access to technology remote teaching services in higher learning institutions (Ali, 2020).

With the development of internet and computer technologies, EFL professionals have been using online platforms in higher education aiming at delivering courses, and to making assessments. Although the classroom contexts have been shifted to online teaching and learning, much has to be done to encourage EFL students to utilize it. Nugroho and Mutiaraningrum (2020) emphasize that barriers to digital technology learning should be overcome to make online teaching more practical. In line with this, EFL teachers' instructional knowledge of technology integration in language classrooms enhances students to use online teaching and learning autonomously.

Although English language plays a significant role in facilitating online teaching and learning, EFL students in developing countries like Ethiopia have several constraints to use online platforms. As a result, online learning environment has not encouraged students to utilize it as expected. In light of the importance of English, online learning environment is useful for students to access knowledge and materials, and make collaboration with other course participants (Krish, 2008). To this end, necessary digital devices and technology resources including internet, laptop, electricity and others need to be accessible to EFL students to practice online platforms for academic purposes.

In the Ethiopian context, online teaching and learning has become a new phenomenon in higher education context due to COVID-19. Some universities have already started the application of online technologies in the teaching and learning process. Therefore, universities are presently forcing their students to use more than one platform to offer them different services. In developing countries like Ethiopia, technology advancements are not practiced much (Mahmood, 2020). Therefore, some of the impeding factors that could impinge on students not to practice online learning are internet and electricity problems. Virtually all universities in Ethiopia do not have sufficient internet accessibility.

It is also apparent that postgraduate students are not well acquainted with the technology to use for online teaching and learning processes due to lack of the above important facilities. Atmojo and Nugroho (2020, p.72) underscore that "the students' lack of facilities on smartphones, internet quota and stable internet connection due to the financial condition of the students' families is still." In line with this, Okyar (2022) highlights that some students are not interested in using technology, but they feel more comfortable if they learn directly through traditional methods of teaching in a face-to-face interaction in physical classrooms. Due to this and other hindering factors, students' involvement in the instructional process to attend online educational programs may not give an equal level of attention. Al-Rahmi et al. (2018) also suggest that the students' acceptance of e-learning is an essential factor in the application and the use of e-learning inside educational institutions. To this effect, for successful implementation of online teaching and learning, necessary preconditions need to be fulfilled. Taurus and Gichoya (2015) highlight that important preconditions, technological components, organizational components, and pedagogical components, are decisive for the successful implementation of online teaching and learning. However, perceptions and practices of online instructions with EFL postgraduate students at the Department of English Language and Literature (DELL) in the University of Gondar have not been researched yet. Therefore, this study was intended to fill this gap. Specifically, it attempted to address the following research questions:

• What are EFL postgraduate students' perceptions of online instructions in postgraduate classes at the DELL in the University of Gondar?
• What are EFL postgraduate students' practices of online instructions in postgraduate classes at the DELL in the University of Gondar?

Methodology

Research Design

The purpose of this study was to investigate EFL postgraduate students' perceptions, and their practices of online instructions at the Department of English Language and Literature in the University of Gondar. To achieve the objective, a qualitative case study design was used. As to Creswell (2012), a case study design is useful to get an in-depth exploration of a bounded system, such as an activity, an event, a process, or an individual. In this study, therefore, students' perceptions, and their practices of online instructions were investigated in detail.

Participants and Sampling Techniques of the Study

The data for this study were collected from EFL postgraduate students at the Department of English Language and Literature in the University of Gondar (UoG). The rationale for selecting UoG as a research site has arisen from the reason that the University, as one of the first-generation universities in Amhara Region, has utilized online platforms for postgraduate students' teaching and learning during the breakout of COVID-19. The researcher had been a postgraduate coordinator of the Department of English Language and Literature. So, he had ample information about online teaching and learning platforms applied in university. As to the participants, many MA and PhD students, who were enrolled in postgraduate programs at the Department of English Language and Literature, and who used online platforms were considered. Therefore, EFL postgraduate students

were the target population of this study.

In this study, a purposive sampling technique was employed to select the University of Gondar. Similarly, the Department of English Language and Literature was purposively selected since EFL postgraduate programs have been delivered using online platforms during the breakout of COVID-19. In selecting EFL postgraduate students, a purposive sampling technique was used. The reason to use purposive sampling for selecting the University of Gondar was that online platform for delivering postgraduate programs was apparent in the instructional process in the University during COVID-19. As to the Department and the EFL students, the researcher had been a postgraduate coordinator of the Department of English Language and Literature, and he has had ample information about online teaching and learning platforms. In the study, therefore, a total of eight EFL postgraduate students from the Department of English Language and Literature participated in a face-to-face interview to give in-depth information about the overall students' perceptions, and their practices of online teaching and learning processes. In addition, nine online session observations were conducted to see the actual overall practices of online instructions in EFL postgraduate classes.

Data Gathering Instruments

Interview

In this study, interview was used as a data gathering instrument. The purpose of the interview was to get the necessary information from the selected respondents. Specifically, a semi-structured interview was employed to gather the data from EFL postgraduate students. As Bryman (2004) put it, a semi-structured interview helps to gather broader, more in-depth information from fewer respondents than that of a structured interview. During a face-to-face interview, EFL postgraduate students were requested to express their real viewpoints freely and confidently on their perceptions, and on their practices of online teaching and learning. Based on this, eight EFL postgraduate students participated in the interview sessions.

Observations

Observation was one of the data gathering instruments in this study. The main purpose of the online observation was to explore EFL postgraduate students' online practices at the Department of English Language and Literature. According to Best and Kahn (2003), observation is the easiest and most frequently used data gathering instrument, and it has been the prevailing of inquiry to see what goes on during sessions. In conducting observation, a checklist was used to assess EFL postgraduate students' online instructional practices. Therefore, nine online observations were conducted.

Methods of Data Analysis

In this study, a qualitative method of data analysis was employed. In the process of analyzing the qualitative data, thematic categories were first made to arrange the data. After that, analyses were made thematically. In the end, conclusions were made through the combined analysis and summary of the findings.

Ethical Considerations

Since EFL postgraduate students were participated in this study, special care was taken to protect their rights. Prior to conducting the study, the researcher got oral consent from participants. In the research process, ethical considerations of the participants were ensured. The researcher first took responsibility for maintaining the dignity and welfare of all participants. The participants were also informed that they could withdraw from the study at any time without any trail of enforcement. Moreover, the results of the study were made available to participants when it is needed.

Analysis and Discussions

EFL Postgraduate Students' Perceptions of Online Instructions

In getting in-depth information about students' perceptions of online instructions at the University of Gondar, interviews were conducted to EFL postgraduate students who were learning in the Department of English Language and Literature. The first question was to know about students' viewpoints regarding online teaching and learning. All of the respondents explained that they had a positive perception of online teaching and learning platforms during COVID-19 pandemic. The idea was summed up by one of the student participants:

Online instruction refers to the process of delivering education through digital platforms and technologies such as video conferencing, learning management systems, and online course platforms. It allows students to access educational materials, and to engage them with instructors from anywhere, at any time.

With similar viewpoints, another interviewee explained that online teaching and learning provides a flexible learning environment that allows students to access educational materials, and to interact with their instructors from anywhere, at any time. It also provides a more personalized learning experience, as students can work at their own pace and access resources that suit their learning styles.

In line with the aforementioned question, students were asked whether or not they felt online classes could be as effective as classroom learning. Virtually all respondents responded that online teaching and learning could not be as effective as classroom learning due to several impending factors. Some of the impeding factors, according to them, were poor internet connection, electricity problem and lack of interest. As highlighted by one respondent, she did not get the opportunity to use online technology underscoring that the problem with online learning from a distance using the internet technology was mostly related to weak internet connectivity. As to the question of whether their feelings were comfortable or not in using online learning tools, the majority of students asserted that they felt uncomfortable when using different online tools because online platforms were new to them. Unlike others, as a demonstration for this issue, one interviewee stated that he felt comfortable enough while utilizing different resources as long as platforms were accessible.

Similarly, the students were asked whether or not they felt puzzled and frustrated with the content delivered in online classes. As the statement illustrate, nearly all the students being interviewed asserted that they were puzzled and frustrated as to how the contents could be delivered in the online classes. In a related question, respondents further asserted that they lacked infrastructure (smartphone, laptops, Internet connection, etc.) to access online classes. One interviewee avowed the same assertion as follows:

I feel that lack of infrastructures such as laptops and Internet connection could prevent me from utilizing online platforms to get access to online classes. In addition, lack of skills and support from my instructors and peers could be another impeding factor that impinges on the online learning.

In eliciting their feelings on whether or not online resources could support their online teaching and learning, all respondents explicitly stated that they felt online sources could support their online teaching and learning. Regarding the types of resources they utilized to support online teaching and learning, all of the interviewees asserted that they could use variety of resources for online teaching and learning. One of the interviewees stated "I use a variety of resources such as online course platforms, learning management systems, multimedia resources (e.g. Zoom meeting), and collaboration tools. I also stay up to date on best practices and emerging technologies in the field."

In a bid to triangulate the interview results, online observations were conducted and the results indicate that EFL postgraduate students felt unsure of the effectiveness of online teaching and learning due to the utilization online platform compared to classroom learning. Analogues to the interview, the results of the observation also show that EFL postgraduate students were puzzled and frustrated as to how the contents could be delivered in the online classes. During the observation, EFL postgraduate students lacked infrastructure, such as smartphones, laptops and Internet connection which made them confused and frustrated to be engrossed in the content delivered in the online classes.

Therefore, it can be understood from the above interviews and observations results that although EFL postgraduate students had a positive perception of online teaching and learning during COVID-19 pandemic, they did not have a good perception of the effectiveness of online platforms. They also felt uncomfortable using different online tools because online platforms were new to them. In addition, they felt confused and frustrated in the utilization of online platforms due to lack of infrastructure, such as smartphones, laptops and Internet connection.

EFL postgraduate Students' Practices of Online Instructions

To solicit data from EFL postgraduate students regarding their practices of online teaching and learning, interviews were conducted with EFL students with particular emphasis on the effectiveness of online instructions at the University of Gondar. All of the interviewees asserted that online instructions were not effective when they compare it with that of face-to-face learning. However, it might help students and instructors to introduce themselves to the new technology. As for them, as the system was not infused with the system of education in the University, they were not in a state where online teaching was effectively implemented to aid the teaching learning process. One of the interviewees stated as follows:

In my opinion, it is a good alternative if there is no a chance to conduct a face-to-face interaction. But, when I compared with a face-to-face teaching learning process, I don't believe it is as such effective.

In line with this, interview question was forwarded to students about the preparation and status of English Language and Literature Department to provide training to students on the utilization of the internet for instructional process. Virtually all interviewees unequivocally stated that there was no training given by the Department. Instead, they were informed to acquaint themselves with Zoom Meeting technology for EFL postgraduate courses personally. Analogously, they responded that the status of the Department in utilizing online teaching and learning for the instructional purpose was not as good as expected. One participant supported this idea: "The online teaching and learning was poor in our Department because most of the time online technology has been used merely for assessment purposes".

The other interview question forwarded to students was how technically instructors and students were capable of using online technology platforms for teaching and learning purposes. The majority of the interviewees responded that since online technologies were a new phenomenon in the Ethiopian context, they were not capable of utilizing online technologies as expected. One of the interviewees avowed that "there are some technical problems on the part of instructors and students to use online technology since it is a new teaching method". Unlike others, one of the interviewees stated as follows: "clearly, instructors are somehow capable of using online technology platforms for teaching and learning purpose. Similarly, some students are good at using online technology platform during teaching learning process". This implies that EFL postgraduate students could not get the opportunity to utilize different technologies on the online instructions due to lack of training and resources.

Regarding the questions which is related to overall online course delivery (i.e., online teaching practice, and online assessment), almost all interviewed students expressed their concerns saying online teaching practices were not regularly and satisfactorily implemented. The online teaching and learning practices were not to the level expected as portrayed by one EFL postgraduate respondent hereunder:

Online teaching practices at a surface level manifest a disorganized way of applying the online technology to the teaching and learning process. If things go like this, I can say that its implementation is guided without a help of a policy and a practice without a clear guideline that dictates its implementation could not consistently and uniformly be pursued for the realization of its very purpose.

Strengthening the aforementioned assertion, one of the respondents also asserted that looking into the online teaching practices, they faced as they attended online classes. As for him, this condition might have made him doubt the effectiveness of online teaching practices. The frequent disruption of electricity and consequent failure of the internet hindered them from getting their instructors, and they felt troubled in meeting the deadlines for assignment submission. This idea was also supported by another an interviewee as follows: "It is a good alternative if there is no a chance to conduct a face-to-face interaction. But, when I compared with a face-to-face teaching-learning process, I don't believe it is as such effective."

Apart from the above interviewees, one interviewee explained that he had positive viewpoints concerning overall online course delivery (online teaching practices and online assessment). As for him, instructors used different online technologies, such as Zoom Meetings and Google Meeting for online teaching practices and assessment purposes. However, he had similar assertions with other interviewees about the nature of assessments conducted to facilitate and gauge their learning. He disclosed his complaints by saying that

Instructors' mere reliance on online assignments though gave us the chance for independent engagement; feedbacks from colleagues were absent restraining us from enriching learning from classmates and markings emphasized solely for grading.

Concerning the question that is related to the practices of online instructions students have found to be the best effective, the majority of the interviewees responded that almost all the situations appeared not to be effective in practicing online teaching and learning processes as it was expected. Unlike other interviewees, an interviewee emphasized as follows: "In the practices of online instructions, I have found online instructions effective since I had a chance to get access to use multimedia resources which enhance my engagement in reflecting my viewpoints and submitting assignments."

In addition to the interview results, the online observations results reveal that EFL postgraduate students appeared to have lack of orientation from the Department on the utilization of technologies for facilitating the instructional process. It was only those instructors who used technologies for diversifying our ways of interaction who gave us some highlight about the importance of the technology for easing teacher-student interaction. The orientation was not that much rigorous. However, there were times when students faced problems in the operation of the ICT system that students approached their instructors individually and got their assistance.

The observation data also indicated that there were no good online teaching practices at the Department. For this, instructors did not administer series of activities to their students for engagement individually or in groups from the point where they were placed. In addition, the observation data demonstrated that EFL postgraduate students faced challenges including: internet connectivity, shortage of power supply, technical problems, lack of time management skill and lack of students' skills in connecting to other classmates. During the online observation, the researcher noticed that there were some impeding factors such as facial expressions, eye contact movement, and the like which might add an interaction between students and instructors. These and other factors impinged on EFL postgraduate students not to use online platforms so that achieving the intended outcomes appeared to be implausible.

The results of the online observations also showed that online course assessment of students was in a better condition. EFL postgraduate students attempted to utilize different online technologies such as Zoom Meeting and Email to submit their assignments, and to defend their proposal and papers. For this, instructors' relentless encouragement played a significant role in creating conducive environment for the implementation of online teaching and learning for assessment purposes. Oppositely, the practices of online instructions did not attract the attention of EFL postgraduate students thereby reducing their enthusiasm and reliance for considering it as valued innovation of teaching and learning that could replace the face-to-face modality. In addition, the findings of the study indicated that the online assessment was good compared to the online teaching practices at the Department level. This is because instructors tried to encourage EFL students to

apply Zoom technology. However, the practices of online instructions were not as such interesting.

Based on the aforementioned qualitative (interview and observation) data, it could be concluded that the overall practices of online instructions delivery to EFL postgraduate students were not in good condition. The main reason for not applying online teaching and learning in the University is that EFL postgraduate students tended to switch to face-to-face teaching rather than to continue online due to the challenges they faced like technical problems, and disruptions of internet and electricity. Nevertheless, online course assessment of students was in a better condition.

Discussions Results

This study was intended to investigate EFL postgraduate students' perceptions, and their practices of online instructions at the Department of English Language and Literature. Concerning EFL postgraduate students' perceptions of online instructions, the findings of the study indicated that the majority of students had positive perception of online platforms. Following the outbreaks of COVID-19, online platforms were undoubtedly useful for the teaching and learning process. However, virtually all students felt unsure of the effectiveness of online teaching and learning due to internet connectivity problems, shortage of power supply, and technical problems of online platforms compared to classroom learning. The previous research findings support the current study which show that EFL students had a positive perception of online teaching and learning in university (Husna, 2021; Ulfah, Chandra & Hidayat, 2021; Saputra et al, 2021). The findings of the current study also revealed that EFL postgraduate students felt uncomfortable to use different online tools because online platforms were new to them. Contradicting this finding, Kulal and Nayak (2020) found that students are comfortable with online classes since they get enough support from their instructors. The other result found in the current study is that EFL postgraduate students felt confused and frustrated in the utilization of online platforms due to lack of infrastructures such as smartphone, laptop and Internet connection. This study is supported by Husna (2021) whose study showed that students had many obstacles during the online process such as accessibility, unstable Signal strength and full smartphone storage.

The findings of the present study also demonstrated that EFL postgraduate students' practices of online instructions at the Department were not effective compared with that of face-to-face learning. Contradicting this finding, Kulal and Nayak (2020) found that students do recognize that online classes can replace face-to-face classroom teaching. In line with this, the results showed that the preparation and status of the Department were not good in providing training to students on the utilization of the internet for the instructional process. The other finding also demonstrated that since online technology platforms for teaching and learning were new phenomenon in the Ethiopian context, EFL postgraduate students were not capable of utilizing online technologies as expected. This finding of the study was in agreement with a study which was conducted by Hidalgo-Camacho et al (2021) showing that the effectiveness of online teaching was not as expected among EFL students due to their insufficient skills, lack of experience and training in online teaching. Nugroho and Mutiaraningrum (2020) also reported in their study that many of EFL postgraduate students were not unconfident in carrying their digital learning in the classroom due to EFL teachers' inadequate professional training experienced during

the pre-service program.

Based on the findings of the study, EFL postgraduate students' practices of online instructions were not good at the Department. Almost all interviewed students expressed their concerns saying online teaching practices were not regularly and satisfactorily implemented. The online teaching practices were not to the level they were expected as portrayed in the words of EFL postgraduate respondents. Strengthening this idea, the results of the study revealed that students have not found effective online teaching and learning practices. Thus, online teaching practices at a surface level manifested a disorganized way of applying the online technology to the teaching and learning process. Contradicting to this study result, Hidalgo-Camacho et al's (2021) study indicates that the majority of students agreed with the pedagogical practices used in their EFL virtual classes. Similarly, Zou et al (2021) found that students provided positive comments to online teaching, and they were satisfied with their online teaching and learning because online EFL teaching was effective.

The present study also reported that online course assessment of EFL postgraduate students was in a better condition compared to online teaching practices. EFL students had positive viewpoints since instructors encouraged them to use different online technology for course delivery and assessment purposes. Supporting this finding, a study which was conducted on Ecuadorian universities exhibited that students agreed with assessment practices during online instruction because methods of evaluation and assessment during online learning during the COVID-19 pandemic were fair and it was appropriated (Al-Salman & Haider, 2021). Correspondingly, the finding of Hidalgo-Camacho et al's (2021) study indicates that the majority of students agreed with the assessment which was used in their EFL virtual classes. Unlike a conventional method of teaching, online teaching and learning platforms encouraged EFL students to submit their assignments and practice online learning in their homes. This result might not agree with the findings of the study that was conducted by Soong (2012). His study demonstrates that e-Learning programs did not benefit EFL students to be engrossed in the teaching-learning process since technology and machines can never successfully become a facilitator that should be played by a teacher. Regarding the results of the online observation in the University, the overall online assessment was good compared to the online teaching practices.

The findings of the observation data demonstrated that EFL postgraduate students faced challenges including internet connectivity problem, power supply interruption, technical problems, lack of time management skill and lack of students' skills in connecting to other classmates. In accordance with this study, the finding of Melvina et al's (2020) study reported that the majority of students in Pakistan were not able to access the internet due to technical and monetary issues. They underscored that, to avoid those impediments, students' readiness for online learning and accessibility of necessary facilities such as a personal computer, smartphone, and internet connection should be considered prior to online practices. Consistent with this study, the finding of the study which was carried out by Erarslan (2021) demonstrated that the emergency online teaching and learning of English mainly created challenges due to internet connection problems and students' access shortage to computers or smart phones.

Conclusions

In spite of the fact that online teaching and learning has been practiced at the University of Gondar following the outbreaks of COVID-19, this shed light on the situation of online teaching and learning process. One of the most significant findings in this research is that although EFL postgraduate students had a positive perception of online teaching and learning platforms during COVID-19 pandemic, they did not have positive perception regarding its effectiveness. It was also reported that there were not good practices of online instructions for EFL postgraduate students in the Department. In contrast, online course assessment was in a better condition. Based on this, it can be concluded that EFL postgraduate students did not practice online instructions during COVID-19 although they used online platforms for course assessment. There are also many impeding factors that impinge on EFL postgraduate students not to use necessary facilities, such as a personal computer, smartphone, internet connection, power supply, technical problems, and lack of EFL students' skills. Based on this, it can be concluded that online accessibility of necessary facilities and training are appropriate for the implementation of online teaching and learning for EFL postgraduate students at the Department of English Language and Literature in the University of Gondar.

Recommendations

The above findings and the conclusions derived from them led to the recommendations presented hereunder:

University of Gondar in general and the Department of English Language and Literature in particular should provide online technology training sessions to EFL postgraduate students to meet their needs and expectations for virtual learning.

University of Gondar should also encourage EFL postgraduate students to use multiple virtual technology resources that are essential for online teaching and learning.

University of Gondar should avoid major impediments (electricity, internet connection, laptops, etc.) that impinge on EFL postgraduate students during the utilization of online platforms.

Finally, further more large scale investigations should be made to support the findings of this study and to explore the perceptions and practices of online instructions in other departments to get in-depth insights into the matter.

Limitations of the Study

It is believed that this study could provide useful findings to students, instructors and to the institution regarding online teaching and learning. Nevertheless, this study has few limitations. Since the study was delimited to only a single department among EFL postgraduate students, it did not deal with the overall online teaching and learning perceptions and practices of postgraduate students at the University of Gondar. In addition, the study was delimited to interviews and online observations as data gathering instruments during COVID-19 pandemic. These limitations might affect the generalizability of the findings.

Declaration of conflict of interest

This manuscript has been produced by a sole author. Therefore, there is no conflict of interest.

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