



Perception Of Secondary School Students On The Implementation Of The Online Teaching And Learning During The Lockdown In Obio/Akpor Local Government Area Of Rivers State

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ABSTRACT

The study investigated the perception of secondary school students on the implementation of the online teaching and learning during the lockdown in Obio/Akpor Local Government Area of Rivers State. The study adopted survey research design. The sample of the study consisted of 230 students in senior and junior secondary schools in the area. The instrument for data collection was designed by the researcher and titled: “Students Perception of Online Teaching and Learning Scale”. The instrument was validated by experts. The Cronbach alpha reliability method was used in determining the reliability of the instrument which yielded a reliability coefficient of 0.72. Frequency counts and percentage was used in answering the research questions while chi-square statistics was used in testing the hypothesis at 0.05 level of significance. The results of the study showed that the perception of students was that there was ineffective implementation of the online teaching and learning among the students in the area. Also, while there was no significant difference on the perception of students on the implementation of online teaching and learning based on students’ gender, there was significant difference in the perception of the students on the implementation of the online teaching and learning based on level of study, parental education and parental socio-economic status. Based on the results, recommendations were made.

Keywords: Online teaching and learning, students’ perception, gender, level of study, parental education and parental socio-economic status.

INTRODUCTION

Education is the bedrock of individual and national development. It is the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the wellbeing of mankind and guarantee its survival against the unpredictable, at times hostile and destructive elements and forces of man and nature (NTI, 2009). Okafor in Ezekiel-Hart and Adiele (2010) view education as the process of acculturation by which the individual is assisted to attain the maximum activation of his/her potentialities according to the right reason and to achieve thereby his self-fulfillment or self realization. Fafunwa in Nwiyi (2015) posits that education is an aggregate of all the process by which a child or young adults develop abilities, attitudes and other forms of behaviours which are of positive values to the society in which he/she lives. Okoye (2014) asserts that education is the process by which an individual is led into the discovery of his/her inner lying abilities, capabilities and potentialities and how to utilize these for self development and civilization.

In order words education serves as means of meeting the societal goals which would enable the individual fit in and contribute to the development of a nation. This is why education is seem as the “life wire” for the development of the nation, hence it evolves every activity of man engaged onto realize himself/herself

and life as a useful member of the society (Nwiyi, 2015). The above explanation of education indicate that (i) education is society based (ii) it prepares ‘the individual for life in the society (iii) education inculcates what is desirable and accepted in the society as it pursues the goals of the society (iv) education helps in developing the potentials in every individual while at the time taking into consideration the needs of the society (v) education provides the citizens with the skills and knowledge considered worthwhile for them to take up their rightful position in the society (vi) it transmits cultural values and morals to the citizens of a society.

Education comprises the formal, informal and non-formal system. The formal education refers to the education that is organized, with curriculum content, subjects, teachers and planned school programmes and activities (Adiele, 2010). Formal education is aged specific and awards certificates to learners who have passed through the respective programmes. Formal education has different levels, crèche, nursery, primary, secondary and tertiary institutions.

At the secondary education level, Nigeria currently operates the Basic Education Curriculum. This entail that the six years of primary education is fused with the three years of junior secondary education. Then later, the child goes through another three years of secondary education culminating in the senior secondary certificate examination. The National Policy on Education (FME, 2014) listed the objectives of secondary education as follows:

- i) Provide increasing number of primary school pupils with the opportunities for education of a higher quality, irrespective of sex or social, religious and ethnic background.
- ii) Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course.
- iii) Equip students to live effectively in our modern age of science and technology.
- iv) Development and project Nigeria culture, art and language as well as the worlds’ cultural heritage.
- v) Raise a generations of people who can think for themselves, respect the views and feeling of others and live as good citizens.
- vi) Foster Nigeria unity with an emphasis on the communities that limit individual in the Nigerian diversity.
- vii) Inspire its students with a desire for achievement and self improvement both at school and in later life.

These objectives of the secondary school education cannot be achieved without the students. Janabo and Kinanee (2011) explained that the students are important in the school system. This is because students are the persons or group of persons for whom educational programme exists or operates. Izuagba (2010) affirms the student is at the centre of the teaching-learning process. All energies spent by the teacher in and outside the classroom are aimed at ensuring the student learns. Agina-Obu (2005) explains that the student is the focus of all school activities. He/she is perhaps the most important variable that attracts the greatest attention in most educational programmes. In fact the school is established because the students are there to attend.

Alamina (2001) posits that the students’ physical development, special physical needs, emotional and social needs, stage in life circle development, psychological needs, intellectual and creative status of development, levels of readiness, capabilities, deficiencies, experienced, background, values, attitude and aspirations etc are very crucial in planning and designing the curriculum for the students.

The corona virus or covid-19 arrived at the shore of Nigeria early in the year. The fear of its further spread and its attendant fatality led to the premature closure of schools in Rivers State on the 23rd of March, 2020. World Health Organization (2020) posits that corona virus spreads from human to human through close contact via air borne droplets generated by coughing, sneezing, kissing and smooching, Kumar, Malviya and Kumar (2020) explains that the major reason for the closure of schools is the containment of the novel corona virus which at present is believed to have no cure or vaccine for its cure.

The untimely closure of schools including secondary school including secondary schools by the Government of Rivers State although a positive response to protect the students from possible risks of contracting covid-19 results in the lockdown (a situation in which individuals were asked to self isolate at home). Edgar (2020) observed that with news of increased member of cases of Covid-19 around the world, it was legitimately reasonable for the government to start worrying and putting measures in place that would prevent any form of Covid-19 outbreak in the state.

In order to ensure that the term is not lost or that the novel Covid-19 does not adversely affect or alter school calendar in the state, the online teaching and learning was introduced at first by the private secondary schools but later adopted by the public secondary schools in the state. However, in order to ensure uniformity in quality of instructional delivery, the online teaching and learning was centralized and organized for students (whether those in private or public secondary school students) by the Rivers State Ministry of Education under the supervision of the commissioner of education.

Ogidi (2019) posit that online teaching and learning involves the use of information and communication technology facilities in instructional delivery. Some of these facilities include Edmodo, Google, Hangouts, Youtube, FaceBook, Twitter, Instagram, WhatsApp, e-mail, internet. These facilities are used for easy gathering, processing and transmission of information from online teaching and learning, radio and television was also utilized. However, despite the lofty objectives of the government in introducing online teaching and learning in secondary schools in Rivers State, it has been widely criticized. Phiri (2020) explain that the programme was not detailed enough and students may not cover the scheme of work. This is because, the programme holds in the morning for junior secondary school three students and then in the afternoon for the senior secondary school students. The two subjects learned each day appear to be a drop of water in an ocean. Chipata Day Secondary School (2020) decried the lack of steady electricity supply in the state. This is especially because most areas in Rivers State are not supplied electricity for weeks. Chinazzi (2020) criticized the online teaching and learning for its poor picture quality. He noted that both television and radio had poor transmission and affected the quality of instructional delivery using the online teaching and learning. Wang (2020) posits that lack of evaluation mechanism was one of the major problems of online teaching and learning especially when the topic taught was not clear. The students had no opportunity to ask question in order to get clarification when they are confused. In addition, the time-table was not strictly followed leading to more confusion. Phiri (2020) complained that some of the teachers were so fast in their instructional delivery that it was difficult for the students to gain maximally from the lesson. Also, radio transmission made it difficult for the students to identify the instructional materials used for the lesson. Edgar (2020) also criticized the online teaching and learning for over assumption. It therefore benefited the fast learners to the detriment of the show learners as it was tailored to the needs of the learner and also it did not take into cognizance the psychological or emotional needs of the students. Adeniyi (2020) observed that students did not differ in their perception of the effectiveness of the online teaching and learning based on their gender and parental socio-economic background. Also, Chipata day Secondary School (2020) observed no significant difference in their perception on the effectiveness of the implementation of learning based on students' level of study and parental education. It is as a result of the foregoing that this study investigated the perception of students on the implementation of online teaching and learning in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions were answered in this study.

1. What is the perception of students on the implementation of online teaching and learning based on gender?
2. What is the perception of students on the implementation of online teaching and learning based on level of study?
3. What is perception of students on the implementation of online teaching and learning based on parental education?

4. What is the perception of students on the implementation of online teaching and learning based on parental socio-economic background?

Hypotheses

The following hypotheses were tested in the study

1. The students' perception on the implementation of online teaching and learning does not significantly differ based on gender.
2. The students' perception on the implementation of online teaching and learning does not significantly differ based on level of study.
3. The students' perception on the implementation of online teaching and learning does not significantly differ based on parental education.
4. Students' perception on the implementation of online teaching and learning does not significantly differ based on parental socio-economic background. Hypotheses

METHODOLOGY

This study adopted survey research design. Survey research describes "what is" by recording, analyzing and interpreting the situation that exists in the population. The population of the study comprised of students from senior and junior secondary schools SS3 and JSS3 in the area. The sample of the study consisted of 230 students (120 students from senior and 110 students from junior secondary schools) in the area drawn through purposive sampling technique. However, 218 students completely filled the scale designed for the study and were used for data analysis. The instrument was administered both electrically and manually. The instrument for data collection was Students Perception of Online Teaching and Learning Scale (SPOTLS). The scale was validated by experts in measurement and evaluation and educational management. Cronbach alpha was used in determining the reliability of the instrument which yielded a correlation coefficient of 0.72. Simple percentage was used in answering the research questions while chi-square was used in testing the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: *What is the perception of students in the implementation of online teaching and learning based on gender?*

Table 1: Perception of students on the implementation of online teaching and learning based on gender

S/N	Statement/Item	Responses							
		Male n – 114				Female n = 104			
		Agree (F)	%	Disagree (F)	%	Agree (F)	%	Disagree (F)	%
1.	The online teaching and learning was not detailed	104	91	10	8	98	94	6	6
2.	Poor electricity supply affected the online teaching and learning	96	84	18	16	95	91	9	9
3.	Transmission problems affected the online teaching and learning	85	75	29	25	77	74	27	26
4.	Most of what was written on the chalkboard was not legible	101	90	13	10	84	88	20	12
5.	Students could not ask question and obtain feedback immediately	108	95	6	15	88	85	16	15
6.	It was impossible to submit assignments given during the class.	112	98	2	2	97	93	7	7
7.	Sine teachers were too fast and it was difficult to understand them.	98	89	16	11	93	89	11	11
8.	It was difficult to identify the instructional materials used.	95	83	19	17	87	84	17	16
9.	The timetable was not strictly followed	90	79	24	21	84	88	20	12
10.	Teachers assumed what students have not learnt.	103	97	11	3	85	82	19	18
Average percent		99	87	15	13	89	96	15	11

Result in Table 1 reveals that 87 percent of male students agree that the online teaching and learning was ineffective in its implementation while 13 percent disagree. Also, 89 percent of female students agree that the online teaching and learning was ineffective in its implementation while 15 percent disagree. The result of this research question is that majority of the male and female students agree that the online teaching and learning was not effective in its implementation.

Hypotheses One: Students perceptive of the implementation of online teaching and learning does not significantly differ based on gender.

Table 2: Chi-square statistics analysis of the perception of students on the implementation of online teaching and learning based on gender (expected frequency are shown in the brackets)

Gender	Implementation of online teaching and learning		Total	X ² _{cal}	Df	P-value
	Agree	Disagree				
Male	85(87)	15(13)	100	0.848	1	0.083 P < 0.05
Female	89(87)	11(13)	100			
Total	174	26	200	H₀ is accepted		

(X² = 0.848, df = 1, P > 0.05)

Result in Table 2 shows no significant difference in the perception of students on the implementation of online teaching and learning in Obio/Akpor Local Government Area of Rivers State ($\chi^2 = 0.848$; $df = 1$, $P > 0.05$). Thus, the null hypothesis is accepted, while the alternative hypothesis is rejected. This indicates that students perceptive on the implementation of online teaching and learning does not significantly differ based on gender.

Research Question Two: *What is the perception of students in the implementation of online teaching and learning based on level of study?*

Table 3: Perception of students on the implementation of online teaching and learning based on level of study

S/N	Statement/Item	Responses							
		Male n – 114				Female n = 104			
		Agree (F)	%	Disagree (F)	%	Agree (F)	%	Disagree (F)	%
11.	The online teaching and learning was not detailed	98	91	16	15	93	89	11	11
12.	Poor electricity supply affected the online teaching and learning	94	85	20	17	89	96	15	4
13.	Transmission problems affected the online teaching and learning	93	83	21	18	99	95	5	5
14.	Most of what was written on the chalkboard was not legible	89	82	25	21	102	98	2	2
15.	Students could not ask quieting and obtain feedback.	96	79	18	16	97	93	7	7
16.	It was impossible to submit assignments given during the class.	104	84	10	9	95	91	9	9
17.	Some teachers were too fast and it was difficult to understand them	102	92	12	11	96	93	8	7
18.	It was difficult to identify the instructional materials used	97	89	17	14	98	94	6	6
19.	The timetable was not strictly followed	87	86	27	25	101	97	3	3
20.	Teachers assumed what students have not learnt	99	89	15	11	94	90	10	10
Average percent		96	84	18	14	95	91	9	9

Result in Table 3 shows that 84 percent of senior students in secondary schools agree that the online teaching and learning was ineffective in its implementation while 18 percent disagree. Also, 91 percent of junior secondary school students agree that the online teaching and learning was ineffective in its implementation while 9 percent of them disagree. The result of this research question is that majority of the senior and junior secondary school students agree that the implementation of eth online teaching and learning was ineffective in Obio/Akpor Local Government Area.

Hypothesis Two: Students perceptive of the implementation of online teaching and learning does not significantly differ based on level of study.

Table 4: Chi-square statistics analysis of the perception of students on the implementation of online teaching and learning based on level of study (expected frequency are shown in the brackets)

Level of Study	Implementation of online teaching and learning		Total	X^2_{cal}	Df	P-value
	Agree	Disagree				
Senior	84(89.5)	16(10.5)	100	0.848	1	0.028 P < 0.05
Junior	95(89.5)	5(10.5)	100			
Total	174	21	200	H₀ is accepted		

($X^2 = 0.848$, df = 1, P > 0.05)

Result in Table 4 shows significant difference in the perception of senior and junior secondary school students on the implementation of online teaching and learning in Obio/Akpor Local Government Area of Rivers State ($\chi^2 = 6.456$, df = 1, P < 0.05). The null hypothesis is rejected while the alternate hypothesis is accepted. This shows that there is significant relationship on the perception of senior and junior secondary school students on the implementation of online teaching and learning in the area.

Research Question Three: *What is the perception of students in the implementation of online teaching and learning based on parental education?*

Table 5: Perception of students on the implementation of online teaching and learning based on parental education

S/N	Statement/Item	Responses							
		Male n – 114				Female n = 104			
		Agree (F)	%	Disagree (F)	%	Agree (F)	%	Disagree (F)	%
21.	The online teaching and learning was not detailed	30	63	18	37	158	93	12	7
22.	Poor electricity supply affected the online teaching and learning	29	67	19	33	160	94	10	6
23.	Transmission problems affected the online teaching and learning	32	66	16	34	163	96	7	4
24.	Most of what was written on the chalkboard was not legible	33	69	15	31	161	95	9	5
25.	Students could not ask quieting and obtain feedback.	35	74	13	25	156	92	14	8
26.	It was impossible to submit assignments given during the class.	38	79	10	21	162	95	8	5
27.	Some teachers were too fast and it was difficult to understand them	32	66	16	34	159	94	11	6
28.	It was difficult to identify the instructional materials used	40	83	8	17	164	96	6	4
29.	The timetable was not strictly followed	38	79	10	21	163	96	7	4
30.	Teachers assumed what students have not learnt	36	75	12	25	162	95	8	5
Average percent		34	71	14	29	161	95	9	5

Result in Table 5 indicates 71 percent of students from educated parents agreed that the online teaching and learning was ineffective in its implementation while 29 percent disagreed. Also 95 percent of students from uneducated parents agreed that the online teaching and learning was ineffective in its implementation while 5 percent disagreed. The result of this research question is that most students from educated and uneducated parents agree that the online teaching and learning was ineffective in its implementation.

Hypothesis Three: Students perceptive of the implementation of online teaching and learning does not significantly differ based on parental education.

Table 6: Chi-square statistics analysis of the perception of students on the implementation of online teaching and learning based on parental education (expected frequency are shown in the brackets)

Parental Education	Implementation of online teaching and learning		Total	X^2_{cal}	Df	P-value
	Agree	Disagree				
Educated parents	84(89.5)	29(10.5)	100	21.018	1	0.018 P < 0.05
Uneducated parents	95(83)	5(10.5)	100			
Total	166	34	200	H₀ is accepted		

($X^2 = 21.018$, df = 1, P > 0.05)

Result in Table 6 reveals significant difference in the perception of students in secondary schools based on parental education on the implementation of online teaching and learning in Obio/Akpor Local Government Area of Rivers State ($\chi^2 = 21.018$, df = 1, P < 0.05). The null hypothesis is rejected while the alternate hypothesis is accepted. This result shows that the students in secondary schools differ in their perception of the implementation of online teaching and learning in the area.

Research Question Four: *What is the perception of students in the implementation of online teaching and learning based on parental socio-economic background?*

Table 7: Perception of students on the implementation of online teaching and learning based on parental socio-economic background

S/N	Statement/Item	Responses							
		Male n – 114				Female n = 104			
		Agree (F)	%	Disagree (F)	%	Agree (F)	%	Disagree (F)	%
31.	The online teaching and learning was not detailed	28	80	7	20	178	97	5	3
32.	Poor electricity supply affected the online teaching and learning	29	83	6	17	175	96	8	4
33.	Transmission problems affected the online teaching and learning	26	74	9	26	176	96	7	4
34.	Most of what was written on the chalkboard was not legible	25	71	10	29	174	95	9	5
35.	Students could not ask quieting and obtain feedback.	30	86	5	14	172	94	11	6
36.	It was impossible to submit assignments given during the class.	31	88	4	12	175	96	8	4
37.	Some teachers were too fast and it was difficult to understand them	29	83	6	17	179	98	4	2
38.	It was difficult to identify the instructional materials used	30	86	5	14	168	92	15	8
39.	The timetable was not strictly followed	26	74	9	26	181	99	2	1
40.	Teachers assumed what students have not learnt	24	69	11	31	179	98	4	2
Average percent		28	80	7	20	176	95	7	5

Result in Table 7 shows that 80 percent of students from high socio-economic background agreed that the online teaching and learning was ineffective in its implementation while 20 percent of them disagreed. Also 96 percent of students from low socio-economic background agreed that the online teaching and learning was ineffective in its implementation while 4 percent disagreed. The result of this research question is that most students from high and low socioeconomic background agreed that the online teaching and learning was ineffective in its implementation in the area.

Hypothesis Four: Students perceptive of the implementation of online teaching and learning does not significantly differ based on parental socio-economic background.

Table 8: Chi-square statistics analysis of the perception of students on the implementation of online teaching and learning based on parental socioeconomic background (the expected frequency are shown in the brackets)

Parental SEB	Implementation of online teaching and learning		Total	X ² _{cal}	Df	P-value
	Agree	Disagree				
High SEB	80(87.5)	20(12.5)	100	10.286	1	0.021 P < 0.05
Uneducated parents	95(87.5)	5(12.5)	100			
Total	1175	25	200	H₀ is accepted		

(X² = 10.286, df = 1, P > 0.05)

Results in Table 8 indicates significant difference in the perception of students from high and low socio-economic background on the implementation of online teaching and learning in the area (2 = 10.286, df=

1, $P < 0.05$). The null hypothesis is rejected while the alternate hypothesis is accepted. This result shows that the perception of students from high and low socio-economic background on the implementation of online teaching and learning does not significantly differ.

DISCUSSION OF RESULTS

The results of this study showed that the implementation of online teaching and learning among secondary school students was ineffective. This is because the online teaching and learning was not detailed, there was poor electricity supply, poor transmission difficulties, and inability of the students to copy chalkboard summary of the lessons. Also, students were not given the opportunity to ask questions and obtain immediate feedback, most of the teachers were too fast in a bid to complete their teaching (emphasis was on what they want to teach and not what the students will learn), it was difficult to understand as students could not relate instructional materials to the teaching, the slow learners were shut out of the lessons and the time table were not rigidly followed. In addition, since it was radio and television broadcast, it was not possible for the students to go through the lessons over and over again for better comprehension.

When the responses of students based on gender was subjected to chi-square statistics, no significant difference was observed indicating that the ineffective implementation affected both male and female students. This finding agrees with Adenimiyi that students did not differ in their perception on online teaching and learning based on gender.

However, the responses of students based on level of study, parental education and parental socio-economic status on the implementation of the online teaching and learning was significant when their responses were subjected to chi-square statistical analysis. This revealed that the impact of the ineffective implementation of the online teaching and learning was more on junior secondary school students, students from uneducated parents and students from low socio-economic background. The result on level of study disagrees with Chipata Day Secondary School (2020) that there was no significant difference in the responses of students on the implementation of the online teaching and learning based on level of study. The result on parental education and parental socio-economic background also disagree with Adenyi (2020) and Chipata Day Secondary School (2020) respectively who had earlier observed no significant differences on students' perception on the implementation of online teaching and learning based on parental education and parental socio-economic background respectively. -

CONCLUSION

The perception of the online teaching and learning for secondary school students in Obio/Akpor Local Government Area of Rivers State was ineffective. Also, while there was no significant difference in the perception of students on implementation of online teaching and learning based on students' gender, there was however significant difference in the perception of students on the implementation of online teaching and learning based on students' level of study, parental education and parental socio-economic status.

RECOMMENDATIONS

Based on the findings of the study, the researcher recommends as follows:

1. There should be regular supply of electricity for the online teaching and learning.
2. Television and radio stations should improve on the quality of the online teaching and learning transmission.
3. Should be given opportunity to ask questions to enhance better comprehension of the lessons.
4. The lesson teachers should be more concerned with what they want students to learn and not the content they want to cover.
5. It is important to follow the time table provided to students to enable them get adequately prepared and avoid confusion.

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