



Secondary School Student’s Perception of Online Learning (Radio Programme) During Covid-19 Pandemic in Minna Metropolis of Niger State, Nigeria

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Abstract

This study assesses secondary school students’ perception of online learning during covid-19 lockdown in Minna metropolis of Niger State. Three objectives with corresponding research questions guided the study. A cross-sectional survey research design was adopted for the study. A total of 170 secondary school students form the sample for the study. The instrument used for the study was researchers-designed questionnaire. The questionnaire was validated by experts and Cronbach Alpha’s value was computed to ascertain the internal consistency. The reliability coefficient of the questionnaire was obtained to be 0.84. The collected data were analysed using Mean and Standard deviation with a criterion mean of 2.5 as the basis for judgment. The findings suggest that students who participated in this research have a positive perception on the effectiveness of online learning radio programmes during covid-19 pandemic in Minna metropolis. Hence, it was recommended among others that Curriculum planners and professional associations should encourage their members to utilize online platform at disseminating knowledge to the learners.

Keywords: Covid-19, Metropolis, Online learning, Perception, Student

Introduction

With the outbreak of the COVID-19 pandemic, the world is living amidst what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis (Aristovnik, et al, 2020). Indeed, with the coming of the COVID-19 pandemic, schools and colleges globally were forced to adjust to emergency remote teaching without notice and with limited time for preparation (Kalloo, Mitchell, & Kamalodeen, 2020). In fact, teachers at all levels were force to teach through online platform to at least reduce the impact of the dreaded diseases on education. Richer countries however were better prepared to move to online learning strategies, although with a lot of effort and challenges for teachers and parents (Kundu & Bej, 2021). In middle-income and poorer countries, the situation is very mixed and if adequate measures were not put in place, the vast inequality of opportunities that exists will be amplified. Indeed, many children across poor countries do not have internet connectivity, a laptop at home not to talk of a desk, books, or supportive parents. According to Sari and Nayır (2020), to be able to fill the existing gap and to avoid differences in opportunities that may cause crisis and of course negatively affecting poor children, stake holders in educational sector were force to introduced online or rather virtual learning across nations of the world.



Online learning according Alqahtani and Rajkhan (2020) is education that takes place over internet. It is often referred to as e-learning among other terms. It is one type of distance learning “the umbrella term for any learning that takes place across distance and not in a traditional classroom.

However, the federal ministry of education is skeptical on relying exclusively on online strategies because it may imply reaching only to children from influential families (Oriola, 2021). The appropriate strategy as recommended by most states of the federation is to use all possible delivery modes with the infrastructure that exists today such as podcasts that may require less data usage in addition to working closely with telecommunication companies to apply zero-rate policies and also facilitate learning material to be downloaded on a Smartphone, which more students are likely to have (FME, 2021).

Radio and TV are also very powerful tools. The advantage we have today is that through social networks, WhatsApp or SMS, ministries of education can communicate effectively with parents and teachers and provide guidelines, instructions and structure to the learning process, using content delivered by radio or TV (Singh et al. 2020). Remote learning is not only about online learning, but about mixed media learning, with the objective of reaching as many students as possible.

Consequently, covid-19 pandemic has resulted to closure of schools and colleges nationwide in addition to change in academic calendars. This however, forced most schools especially secondary schools to be subjected to radio (online) platforms to keep academic activities going. However, the question about secondary school perception and effectiveness of online learning is still not clearly understood. Particularly in Niger state, where the technical constraints like epileptic power supply, unavailability of ICT facilities poses a serious challenge. This therefore informed the choice of this study; secondary school students’ perception of online learning during covid-19 lockdown in Minna metropolis.

Objectives of the Study: The main objective of this study is to determine secondary school students’ perception of online learning (radio program) during the covid-19 pandemic in Niger State. The specific objectives include;

1. To find out the attitude of secondary school students towards online learning (radio program) during the covid-19 pandemic in Niger State.
2. To ascertain the student perceived readiness to use online learning (radio program) during covid-19 pandemic in Niger State
3. To investigate the perception of secondary school students on the effectiveness of online learning radio programmes during covid-19 pandemic in Niger State

The Research Questions: This study was guided by the following research questions:

1. What is the attitude of secondary school students towards online learning?
2. What is the perception of the secondary school students towards the usefulness of the online learning Platform during Covid-19 lockdown?
3. What is the perceived effectiveness of the online lessons to the students during Covid-19 lockdown?



Review of Empirical Studies

Literatures about secondary school students' perception of online learning exist with different views and finding. To reinforce the current study, other related works were reviewed. Researches such as Kang, Chen et al. (2022), Elliott (2015), Bal-Taştan et al. (2018) affirmed that on line learning enhanced the achievement and performance of students and in gaining significant improvement changes in retaining what was taught. This is supported by Kalelioğlu (2015) who finds out that students studying in a technology rich environment achieve higher marks in all subject areas, gain a positive attitude towards learning, are able to generate new ideas and build self- confidence. More so, Braun in 1990 indicated that educational media particularly radio and televisions improve students' motivation and attitudes about learning and also about themselves. Also, it increases students' attendance and decreases dropout rates.

Indeed Preschool children who watched a few hours a week of educational programming perform better on achievement tests over time than their peers who watch more general entertainment shows (Wright et al, 2001). The researchers found that younger children, especially those aged 2 and 3, who watched a few hours a week of educational programs had higher scoring on academic tests 3 years later than children who did not watch the programs.

Younger children who spent many hours watching entertainment programs had lower test scores than those who watched fewer hours. According to Wright et al, (2001), viewing of educational programming was associated with better school readiness and better academic skills. Watching educational television may be an important vehicle for children to get some early learning that can really make a positive contribution. Wright et al. notes that she and her colleagues took into account possible influences such as the family's level of education and socioeconomic factors.

Empirically, radio and television are capable of delivering high quality educational program to highly diversified audience located across broad geographical expanses-all at a low per unit production cost (Olumorin, Aderoju & Onojah, 2018). Also, United Kingdom Universities have demonstrated that when used as supplementary learning tools, they benefit weaker students (Pokhrel, & Chhetri, 2021). The Agency for International Development has shown educational radio and television to be more cost effective and capable of exerting greater learning effect on secondary school students than textbook or teacher education (Olumorin, Aderoju & Onojah, 2018).

Furthermore, Hebebcı, Bertiz, and Alan (2020) showed that teachers' attitudes towards new educational technologies such as radio and television in process were positive. Similarly, Misirli and Ergulec (2021) found that teachers agreed that the educational radio or television has a positive impact on their experience. In the same way, Kurniawati Mhuaolida and Anjaniputra (2018) observed that teacher trainees believed in positive effects of educational radio and television. More so, educational radio and television can provide instruction for one group of students whilst the teacher is occupied with another. As a medium that can be listened to in the privacy of one's home or room, they are often the preferred choice for those seeking information on culturally taboo topics such as HIV/AIDS or STDS.

Based on the reviewed literatures, majority of the studies uses online learning as a medium of instruction in schools. To the best of knowledge of the researcher from the reviewed work, no study was conducted seeking to address issue of online approach using radio programm in the all of north central Nigeria.. Thus, the present study intends to obtain empirical data on secondary school students' perception of online learning during covid-19 lockdown in Minna metropolis.



Methodology

Descriptive cross-sectional survey research design was adopted for the study; the design is considered suitable where identified findings of a studied population are to describe (Patten & Newhart, 2017). The population of the study comprised of the entire secondary school students in Minna metropolis of Niger state, Nigeria. A total of one hundred and sixty eight 168 students selected across secondary school in Minna metropolis form the sample for the study, using a stratified random sampling technique to select respondents for this study. The instrument used for the study was Researchers-designed questionnaire. The questionnaire was validated by experts and Cronbach Alpha's value was computed to ascertain the internal consistency. The reliability coefficient of the questionnaire was obtained to be 0.84. Mean, and Standard deviation were used for data analysis. A criterion mean of 2.5 was the basis for judgment. Thus, in establishing secondary school student's perception of online learning (radio programme) a calculated mean score of 2.5 and above was interpreted as a perceived positive perception while below 2.5 was regarded as there is negative perception towards online learning.

Results

In this section, Table 1-3 are presented with their interpretations tailored towards providing answers to the research questions raised to guide this study.

Table 1: The Mean and Standard. Deviation of the attitude of Secondary School Students Towards Online Learning (radio program) During the Covid-19 Pandemic in Minna metropolis

S/No	Item	N	Mean	S.D	Decision
1	I like the online lesson delivered on radio	170	4.11	1.06	Agreed
2	The online lessons delivered on radio are easier than conventional lessons	170	3.11	1.43	Agreed
3	I will want to continue this online lesson for a long period of time.	170	3.29	1.28	Agreed
4	I fill confident while attending the online radio lessons.	170	3.62	1.13	Agreed
5	Time is not wasted during online lesson.	170	3.99	.93	Agreed
	Total		3.62		

Table 1 shows the mean and standard deviation of secondary school students attitude towards online learning during pandemic in Minna metropolis. An examination of the table depicts the highest mean as 4.11, this implies that majority of the students liked the online lessons delivered on radio during the covid-19 pandemic in Niger State. The variable; “the online lessons delivered on radio are easier than conventional lessons” also got a positive response from a good number of the students with a mean of 3.11. This shows that the students were more comfortable learning from home during the lock down period. The student's attitude towards the continuity of the online radio programme was also positive with a mean of 3.29. This implies that radio lessons can be used to complement the conventional face to face lesson. The next item on the questionnaire surveyed the confidence of



the student's while attending the online radio lesson. The mean obtained from the survey is 3.62. And like the other items, this reveals that a good number of the students agreed to participate and felt confident during the online radio lesson organized during the covid-19 lockdown. Similarly, majority of the students felt time was not wasted attending the online radio lessons. The mean value of 3.99 is the second highest mean which implies that most students believed that they were impacted positively during the lessons. The average mean of responses to the survey of attitude of secondary school students towards online learning (radio program) during the covid-19 pandemic in Niger State is 3.62. This shows that majority of the respondents agree to have a positive attitude towards the online radio programme during covid-19.

Table 2: The Mean and Standard Deviation of the Student Perceived Usefulness of Online Learning (radio program) During Covid-19 Pandemic in Niger State.

S/No	Item	N	Mean	S.D	Decision
1.	Studying through radio lessons provides flexibility to the students at the time convenient to the learner.	170	3.84	1.011	Agreed
2.	Radio lessons can enable students to study irrespective of where they are located.	170	3.96	.990	Agreed
3.	I believe online radio lessons are students friendly.	170	3.69	1.084	Agreed
	Total		3.81		

Table 2 shows the mean and standard deviation of secondary school students' perceived usefulness of online learning during pandemic. An examination of the table revealed positive values for all the three (3) items in the questionnaire. Most of the students perceived that the online lessons were useful. The survey reveals that the perceived flexibility and convenience of learning to the students has positive mean of 3.84, the ability to learn irrespective of location has a mean of 3.96 and friendliness of the lessons to the students has a mean of 3.69. The average mean is 3.83 which indicates that majority of the respondents perceived positively the usefulness of the lessons.



Table 3: The perception of secondary school students on the effectiveness of online learning radio programmes during covid-19 pandemic in Minna metropolis.

S/No	Item	N	Mean	S.D	Decision
1	There is a high efficiency of the use of traditional media (radio) for learning during the COVID-19 pandemic	170	4.11	.86	Agreed
2	Most people believe that online radio lessons were effective during the covid 19 lockdown.	170	3.69	1.12	Agreed
3	Online learning through the traditional media (radio) helps student to learn better during Covid-19 pandemic in Niger State.	170	3.79	1.05	Agreed
4	Online learning radio programmes made learning easy for secondary school students.	170	3.68	1.12	Agreed
	Total		3.82		

Table 3 shows the mean and standard deviation of secondary school students' perceived effectiveness of the online learning radio programme during covid-19 pandemic in Minna metropolis. An examination of the table revealed that, out of the four items surveyed, high efficiency of the use of the traditional media (radio) for learning has the highest mean which is 4.11. This implies that majority of the students have a positive perception on the efficiency of radio teaching and learning during Covid-19 lockdown. Most people believed that radio lessons were effective during the lockdown period has positive responses with a mean of 3.69. Online learning through the traditional media (radio) helps student to learn better during covid-19 pandemic in Niger State has a mean of 3.79. And online learning radio programmes made learning easy for secondary school students has a mean of 3.68. The average mean of 3.82 shows positive perception of the respondents on the effectiveness of online learning radio programmes during covid-19 pandemic in Niger State.

Discussion

The outbreak of the COVID-19 pandemic, has actually come along with what the world could be referred to as a gigantic educational crisis. Indeed one of the greatest threats in our lifetime to global education (Aristovnik et al, 2020). Undeniably, COVID-19 pandemic has forced schools and colleges globally to adjust to emergency remote teaching without notice and with limited time for preparation (Kalloo, Mitchell, & Kamalodeen, 2020). In fact, teachers at all levels were force to teach through online platform to at least reduce the impact of the dreaded diseases on education. Richer countries however were better prepared to move to online learning strategies, although with a lot of effort and challenges for teachers and parents Kundu and Bej (2021).

Collating information on secondary school students' perception of online learning during covid-19 lockdown in Minna metropolis is essential for the promotion of most important online teaching methods to be adopted. The finding of this study is however in consonant with the study of Kang, Chen, Svihla, Gallup, Ferris and Datye (2022), Elliott, (2015), Bal-Taştan et al. (2018) who affirmed that on line learning enhanced the achievement and performance of students and in gaining significant improvement changes in retaining what was taught. It is also supported with the finding



of Kalelioğlu (2015) who finds out that students studying in a technology rich environment achieve higher marks in all subject areas, gain a positive attitude towards learning, are able to generate new ideas and build self- confidence. The result of this study is also in line with the finding of Wright, Huston, Murphy, St. Peters, PiAvon, Scantlin, & Kotler (2001) who state that preschool children who watched a few hours a week of educational programming perform better on achievement tests over time than their peers who watch more general entertainment shows . The researchers found that younger children, especially those aged 2 and 3, who watched a few hours a week of educational programs had higher scoring on academic tests 3 years later than children who did not watch the programs. It is for this reason that the Agency for International Development has shown educational radio and television to be more cost effective and capable of exerting greater learning effect on secondary school students than textbook or teacher education

Conclusion

This research work provides a complete assessment of the perception of the respondents on the effectiveness of online learning radio programmes during covid-19 pandemic in Minna metropolis of Niger State. The findings suggest that students who participated in this research have a positive perception on the effectiveness of online learning radio programmes during covid-19 pandemic in Minna metropolis. That is, this study advocates for the use of online learning as a medium to close the gap created by lockdown during the Covid-19 pandemic in Minna metropolis of Niger State.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. Educational programs producers on radio should create enough awareness about the programs to enable students follow the programs at appropriate time.
2. Adequate planning and entertainment should be packaged into educational broadcasts to motivate learners to follow such programs.
3. Teachers in secondary schools should include educational broadcasts as forms of stimulus variation that they could applied to their classes.
4. Curriculum planners and professional associations like Teachers Registration Council of Nigeria(TRCN), Nigeria Union of Teachers (NUT), Parent Teachers Association (PTA), should encourage their members – the administrators of schools and the secondary school teachers to utilize radio at disseminating knowledge to the learners
5. Students should be encouraged to tune in to educational programs on their radio and television sets notwithstanding various distractions of entertainment channels.

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