

## **Perception and attitudes of private secondary school proprietors to the adoption of online classes amidst COVID-19 pandemic in Ibadan, Oyo State, Nigeria**

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### **Abstract**

COVID-19 and its attendant lockdown adversely affected the traditional face-to-face classroom activities in virtually all parts of the world, Nigeria inclusive. As a way out, online teaching became the vogue in many parts of the world. This study measured the perception and attitudes of private school proprietors to the adoption of online learning amidst COVID-19 in Ibadan, the capital city of Oyo State, Nigeria. To elicit information for the study, a purposive sample of 327 listed private secondary schools in Ibadan was used to select 180 of them for this study. A questionnaire was used for data collection and the responses were analyzed using the Statistical Package for the Social Sciences (SPSS). The study revealed that there is a low level of adoption of online learning by private school proprietors in the study ( $\bar{x} = 2.07$ ) due to inadequate digital literacy skills for online learning and interaction with the students, paucity of ICT infrastructure, and the complexity of the learning environment under it. It was found that the proprietors under study had positive attitude towards online learning ( $\bar{x} = 3.10$ ). Computer exposure by these proprietors played a statistically significant role in their attitude. It is recommended that training and regular exposure to the benefit of online learning are necessary for proprietors and teachers' appreciation of online learning.

**Keywords:** Perception, attitudes, online learning, private schools' proprietors, COVID-19 pandemic.

### **Introduction**

Throughout history, pandemics have occurred with a severe impact on human lives, and the economy. Pandemics continue to severely affect mankind in modern times as evident in the COVID-19 outbreak which has emerged as the biggest catastrophe around the globe. No matter whether a

nation is at the height of economic growth or is destitute; technical and scientific dominance achieved; or still relies on conventional instruments; and most specifically, societies having gigantic military capabilities; we are facing an existential threat. In an attempt to curb its spread, policymakers across the world have

placed lockdown on all locations of large meetings, including research institutions, social distancing steps for mandates, and declaration of state of emergency” (Fordjougé & Koomson, 2020:5).

COVID-19 pandemic has not only disturbed the daily lives of people around the world but transformed the social, economic, health, security, diplomacy globally of which the education sector is not an exception. Hence, countries around the world are going to the drawing board to build plans to save the deadly virus disrupting the educational system. Virtually all institutions of learning in order to curb the transmission of the COVID-19 pandemic have been directed by the relevant authorities to temporarily shut down their services and asking people to work from home to control the epidemic inside the country (Mustafa, 2020).

In response to the new normal presented by the pandemic, every educational system is adjusting for maximum functionality as private school proprietors, teachers, students, and librarians in Nigeria are not left out. This has necessitated many to start adjusting and re-strategizing to accommodate the provisions of the new claim as they transition mainly to an “online- learning environment”. In the same vein, various policy initiatives are being launched by governments and tertiary institutions across the world in order to have unhindered teaching and learning activities. Extant literatures have shown the discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex learning environment (Murgatrottd, 2020). Through the transition, all parties within the education system are challenged to quickly adapt to this new (online) environment, with

private secondary school owners’ jumping into the wagon to ensuring continuity of teaching and learning activities remotely if they do not want to lose their relevance. Though, it is perceived that opportunities to learn within the homes are also limited, given that a parent’s ability to provide educational support to their children will be shaped by their own level of educational attainment, general literacy level, teachers’ readiness, student complaisant/active participation level play important role in ICT integrated learning. However, the perception and readiness of private school proprietors have not been explored as regards the paradigm shift in their teaching methodologies during the COVID-19 pandemic lockdown. It is on this premise that this study intends to systematically examine the perception and attitudes of private secondary school proprietors to adoption of online classes amid COVID-19 in Oyo state, Nigeria.

### **Statement of the problem**

Throughout history, pandemics have occurred with a severe impact on human lives, economy and education. Pandemics continue to severely affect mankind in modern times as evident in the COVID-19 outbreak. COVID-19 pandemic has not only affected the daily lives of people around the world but has transformed the social, economic, education, health and security aspect of human lives globally. In order to continue teaching and learning programs, numerous policy initiatives are being initiated by governments and tertiary institutions around the globe. This novel uncertain situation has forced many countries to shift to virtual classroom delivery of instructions as against the entrenched traditional face-to-face method of delivering school curriculum that is paramount in a developing country like Nigeria.

This new method of teaching is now being adopted so as to engage students in learning at home while schools are under lock and key as a result of the ranging COVID-19 pandemic and Nigerian private secondary schools are not exempted. The exponential growth of Information Communications and Technology (ICT) and the growing complexity of its exploding capacity illustrates why technology convergence in education continues to gain special attention particularly, in the wake of COVID-19 pandemic. Though, Extant literatures have shown the discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment (Murgatrottd, 2020); there is a dearth of research in understanding the perception and attitude of private school owners to teaching and learning migrating to online platforms, most especially amid the COVID-19 pandemic in Nigeria. Therefore, it is essential to identify private secondary school proprietors' perception and attitude towards the use of e-learning amid COVID-19 lockdown in order to ascertain their embrace of this paradigm shift as well as transitioning to the virtual world of online learning.

### **Objectives of the study**

The main objective of this study is to investigate the attitude and perception of private secondary school proprietors to online classes amid COVID-19. While the specific objectives are to:

1. investigate the level of adoption of online classes in selected private secondary schools amid COVID-19 in Oyo State, Nigeria;
2. investigate the attitude of private secondary school proprietors to

online classes amid COVID-19 in Oyo State, Nigeria;

3. investigate the perception of private secondary school proprietors to online classes amid COVID-19 in Oyo State, Nigeria;
4. assess the challenges to online learning experienced by private secondary school proprietors amid COVID-19 in Oyo State, Nigeria;
5. determine the readiness towards online learning by private secondary school proprietors in Oyo State, Nigeria;
6. determine the influence of private secondary school proprietor's perceptions on readiness towards online learning in selected private secondary schools in Oyo State, Nigeria;
7. determine the influence of attitude of private secondary school proprietors online learning in selected private secondary schools in Oyo State, Nigeria.

### **Research questions**

The following research questions are answered in the study:

1. What is the level of adoption of online learning in selected Private secondary schools in Oyo State, Nigeria?
2. What is the attitude of private secondary school proprietors to online classes amid COVID-19 in selected private secondary schools in Oyo State, Nigeria?
3. What is the perception of private secondary school proprietors to online classes amid COVID-19 in selected private secondary schools in Oyo State, Nigeria?
4. What are the challenges experienced by private school proprietors in adopting online classes amid COVID-19 in selected private secondary schools in Oyo State, Nigeria?

5. What is the readiness towards online learning by private secondary school proprietors in Oyo State, Nigeria?

### **Hypothesis**

H<sub>01</sub>: There is no significant influence of the perception of private secondary school proprietor's readiness towards online learning in selected private secondary schools in Oyo State, Nigeria

H<sub>02</sub>: There is no significant influence of the attitude of private secondary school proprietors on online learning in selected private secondary schools in Oyo State, Nigeria.

### **Literature review**

Online learning can be characterized through synchronous and asynchronous learning applications that are published, shared, involved, assisted and controlled through the usage of internet technologies to acquire information and skills (Morrison, 2003). In its broadest sense online learning implies any learning that is enabled electronically. According to OECD (2020), online learning can be defined as the use of information and communications technologies (ICT) in diverse processes of education to support and enhance learning which includes the usage of these technologies as a complement to traditional classrooms, online learning or blending the two modes. Online learning platforms have been established prior to the onset of the COVID-19 pandemic and have been notable for providing alternative methods for students to access learning materials outside of their physical school environment (Anderson, 2011). Innovation in network technology as well as economies of scale in the personal electronic device sector has enabled a wide range of educational institutions, as well as their students, to adopt online learning methods to complement traditional learning (Kim, Chun

& Lee,2014) because online learning has become one of the most benefited applications in higher education.

The use of online learning has moved past the initial hype as during this period, realistic and sustainable uses of online learning are being realized as the COVID-19 pandemic has forced all and sundry to migrate to this domain of which the private sector is not immune. It is undeniable that the role of the private sector is pivotal in all spheres of life as it has improved the quality and quantity of education too. The private sector has actually been sharing the state burden as well as social burden in all aspects of the educational sector. Currently the growth of private schools in education is tremendously spanning from pre-school to tertiary institutions and this calls for an understanding of their perception and attitude towards the adoption of online classes amid COVID-19 in Nigeria. Most especially among the private secondary school proprietors, owing to the fact that this level of education plays a critical role in furthering a child's education into tertiary institutions of learning. It is of great importance to know their perception and attitudes towards adoption of online learning within this critical period in human history. Perception according to oxford dictionary (2016) is the conscious understanding about something. Eagly and Chaiken (2007) in addition to the works of Fazio (2007) opined that people's evaluative judgment of an object depends on how they feel about something (affective evaluation); the knowledge they have about the object (cognitive evaluation) and how they have acted on it in the past (behavioral evaluation). E-learning refers to all kinds of electronically supported learning (whether in networked/non-networked environments) in which the learner interacts irrespective of space, place and time with teachers, content,

and other learners (Oliver, Osa & Walker, 2012; Sangra, Vlachopoulos & Cabrera, 2012). This is amply supported by Bakare and Bakare (2021) who averred the use of emerging technologies can be harnessed irrespective of time, means and location due to the ubiquitous nature of these technologies.

However, successful implementation of E-learning in education relies much on attitudes and perceptions. Gee (2011) affirmed that private school proprietors perceive that learning is central to changing patterns of attitude and the creation of socially situated identities. Uncritical mass learning can decontextualize learning through symbolic discourse and cultural control and skew it to the ideas and values of systems that are not relevant or at par with the learner's specific context, which is where attitude manifests. This is particularly important to remember when it comes to the development during the digitized era of democratically transparent knowledge systems where information borders have been opened up to global citizenship. Anefuku (2017) notes that without objectively analyzing the structures that underline the knowledge base itself, opening borders to information for globalized knowledge is meaningless. According to Lai, (2008) and Journell (2010), the rise of the Internet and the perpetual advancement of computer-mediated instruction, e-learning proponents still have to counter common misconceptions that online instruction lacks rigor, restricts pedagogical imagination, and presents material, and peers with inadequate student participation.

Furthermore, these critiques are also offset as institutions continue to use e-learning as a feasible means of teaching and study continues to bring enhancements to ways of learning, and communicating online. The proliferation of e-learning in higher education, for example, has helped

researchers to make significant strides in understanding the dynamics of electronic communication, online communities, and the distribution of computer-mediated information. Despite the growing abundance of online options and resources, the delivery of education in Nigeria has mainly been through face-to-face learning taking place in classrooms with very little embrace of digital options by schools. Private school proprietors should accept the paradigm shift in service delivery and thus see that learning has transcended to another level of human interactivity which is domiciled on the virtual space (Adefisayo, 2020). This perspective proposes that we completely encounter the advantages of innovative headways in advanced education. For instance, e-learning in secondary schools must have adaptable authoritative structures if followed will go a long way in improving secondary school education in Nigeria.

Private school proprietors are of the opinion that online learning is too stressful for teachers, parents and the students (OECD, 2020). Besides, many students were cut off from their academics because of the inability of some parents to get good mobile phones or technological devices to aid in a seamless online learning. Some parents will have to go to work very early and come back late at night which brings about lower responses to online learning which will still warrant repeating everything done online during the COVID-19 pandemic lockdown. Studies of secondary school proprietors to e-learning suggest that teacher interaction is instrumental to students' success in their online courses and not all teachers are tech savvy (Tedia, 2012; Levinsen, 2011).

It seems clear from literature that scholars are just starting to grasp the meaning of e-learning in secondary school and it seems that a likely place to begin this process is to develop a better understanding

of how secondary school proprietors perceived online learning. Bhuasiri (2012) examined crucial success drivers in developed countries with e-learning experts (faculty, ICT experts, and researchers) and concluded that people are less familiar with technology in developing countries. and therefore are far more critical of e-learning. While the existing research informed us about several challenges, few studies attempted to connect these shortcomings to private school proprietors' acceptance of e-learning.

As Moore and Benbasat (1991) as cited in Bakare (2018) concluded, the expectations of technologies by future adopters is so important to the integration's success. It can be interpreted that the research will utilize a case-study that focuses explicitly on analysis of private school proprietors' perception and attitude towards e-learning amid COVID-19 pandemic in some selected private secondary schools, Oyo State, Nigeria. These conspicuous perceptions as well as private school owners' attitudinal disposition amid the lockdown in the midst of current COVID-19 pandemic provided the intrinsic motivation for this study. The perceptions articulated by the private secondary school proprietors in this study can serve as a starting point to evaluate the current state of secondary schools online instruction in Oyo State, Nigeria and may offer implications for future research and practice in this area.

## Methods

The research adopted a positivist paradigm hinged on a quantitative research approach. An exploratory research design was adopted for the study which the researcher found to be most appropriate to unveil the salient intricacies associated with online learning especially in wake of COVID-19 worldwide lockdown and social distancing. A purposive sampling technique was used specifically aimed at stakeholders relevant to the study and the population for the study involved 327 private secondary schools in Ibadan out of which 180 samples was used to elicit information on perception and attitudes towards online classes. Slovin's formula was used to arrive at a sample size with 95% confidence interval.

The data were analysed using the descriptive statistics and inferential statistics. Descriptive statistics tools involving percentage frequency count which was used to describe the demographic characteristics of respondents which were presented in tables and charts. Then, research questions 1 –5 were analysed using mean and frequency counts while Pearson Correlation was used to test hypothesis at  $\alpha=0.05$  level of significance in order to determine the relationship between the respective variables.

## Results

The results of the study are presented in this section.

**Table 1: Respondents' demographic profile**

	Variable	Labels	Frequency	Percentage
1.	Gender	Male	123	68.3
		Female	57	31.7
		Total	180	100.0
2.	ICT Competency	Low	7	3.9
		Moderate	149	82.8
		High	24	13.3
		Total	180	100.0

The private secondary school proprietors' demographic distribution of the study is presented in table 1. There are more male respondents' 68.3% to that of female 31.7% as shown in the table. These show that there were more male than female among the respondents. Their ICT competency were also captured which revealed 82.8% of

respondents had moderate ICT competencies which indicates the level of involvement and accessibility in this digital age.

**RQ 1:** What is the level of adoption of online learning in selected Private secondary schools in Oyo State, Nigeria?

**Table 2: Level of adoption of online learning by private school owners**

Level of adoption	Not at all	Partially	Occasionally	Fully	$\bar{x}$	S.D
I have adopted online learning before COVID-19 pandemic	96 53.3%	84 46.7%	-	-	1.47	0.500
I have adopted online platform for teaching my students amid COVID-19 pandemic	79 43.9%	94 52.2%	3 1.7%	4 2.2%	1.62	0.636
I have adopted online learning in teaching all science subjects	83 46.1%	63 35.0%	6 3.3%	28 15.6%	1.88	1.053
I have adopted online learning in teaching some science subjects	42 23.3%	80 44.4%	13 7.2%	45 25.0%	2.34	1.094
I have adopted online learning in teaching all arts subjects	71 39.4%	33 18.3%	24 13.3%	52 28.9%	2.32	1.262
I have adopted online learning in teaching some arts subjects	52 28.9%	58 32.2%	27 15.0%	43 23.9%	2.34	1.134
I have adopted online learning in teaching all commercial subjects	65 36.1%	47 26.1%	22 12.2%	46 25.6%	2.27	1.200
I have adopted online learning in teaching some commercial subjects	64 35.6%	55 30.6%	14 7.8%	47 26.1%	2.24	1.194
I have adopted online learning for submitting and marking students assignments	36 20.0%	82 45.6%	21 11.7%	41 22.8%	2.37	1.047
I have adopted online learning for conducting and marking students test	78 43.3%	71 39.4%	5 2.8%	26 14.4%	1.88	1.015

The level of adoption of online learning amid COVID-19 pandemic is discussed in Table 2. The analysis of the mean scores of the items show that 52.2% (n=94) private school proprietors had low level of adoption, and 47.8% (n=86) had a high level of adoption. Therefore, there is a low level of adoption of online learning by private school proprietors in the study. This is in line with a previous study which found out that there's discrepancies in digital education transformation and technology utilization

support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment (Kim, Chum & Lee,2014)

**RQ 2:** What is the attitude of private secondary school proprietors to online classes amid COVID-19 in selected Private secondary schools in Oyo State, Nigeria?

**Table 3: Attitude of private school owners to adoption of online learning**

Attitude to online learning	SD	D	A	SA	$\bar{x}$	S.D
Learning to adopt the use of online learning has been fascinating to me	-	8	84	88	3.44	0.581
I find online learning more easy than face-to-face	3	23	79	75	3.26	0.741
I see the use of online learning as relevance for academic purposes	9	40	54	77	3.11	0.918
I prefer face-to-face method learning to online learning	30	27	50	73	2.92	1.106
I am convinced that the adoption of online learning in secondary school will enhance academic performance of students	17	57	51	55	2.80	0.983
I think the use of online learning is too technical for me to understand	33	54	32	61	2.67	1.128
I consider the adoption of online learning as time wasting	33	58	43	46	2.57	1.063
The navigation method on online platforms does not make its use interesting to me	24	67	53	36	2.56	0.958
The paradigm shift to online platforms seems relevant to me	30	64	54	32	2.49	0.972

The attitude of private secondary school proprietors to online classes amid COVID-19 in Ibadan, Oyo State is discussed in the Table 3. “Learning to adopt the use of online learning has been fascinating to me” ( $\bar{x}$  =3.44) was the major attitude of private school owners, and was followed by “I find online learning easier than face-to-face” ( $\bar{x}$  =3.26), “I see the use of online learning as relevance for academic purposes” ( $\bar{x}$  =3.11), “I prefer face-to-face method learning to online learning” ( $\bar{x}$  =2.92), “I am convinced that the adoption of online learning in secondary school will enhance academic performance of students” ( $\bar{x}$  =2.80), “I think the use of online learning is too technical for me to understand” ( $\bar{x}$  =2.67), “I consider the adoption of online learning as time wasting”

( $\bar{x}$  =2.57), “The navigation method on online platforms does not make its use interesting to me” ( $\bar{x}$  =2.56), and lastly by “The paradigm shift to online platforms seems relevant to me” ( $\bar{x}$  =2.49) respectively. Hence, private school proprietors have a positive attitude towards the adoption of online learning in the study. This is in support with a previous study which found out that concluded, the expectations of technologies by future adopters is so important to the integration's success (Bakare, 2018).

**RQ 3:** What is the perception of private secondary school proprietors to online classes amid COVID-19 in selected Private secondary schools in Oyo State, Nigeria?



**Table 4: Perception of private school owners to online learning**

Perception to online learning	SD	D	A	SA	$\bar{x}$	S.D
Our instructors must be well equipped to disseminate information	3 1.7%	19 10.6%	46 25.6%	112 62.2%	3.48	0.751
I believe passing information through electronic technologies is very difficult	-	25 13.9%	53 29.4%	102 56.7%	3.43	0.725
A face-to-face method is more learner-centred than e-learning methods	10 5.6%	9 5.0%	57 31.7%	104 57.8%	3.42	0.825
Coming generation might be faced with difficulties in learning, there would be a lack of determination to attend physical school to learn	-	17 9.4%	72 40.0%	91 50.6%	3.41	0.658
E-learning require expensive technical support	-	5 2.8%	98 54.4%	77 42.8%	3.40	0.545
E-learning reduces the quality of knowledge attained	10 5.6%	20 11.1%	69 38.3%	81 45.0%	3.23	0.858
Using computer systems requires a lot of mental effort	10 5.6%	19 10.6%	86 47.8%	65 36.1%	3.14	0.820
E-learning require more tasks to be carried out	14 7.8%	18 10.0%	79 43.9%	69 38.3%	3.13	0.885
E-learning is a learning environment which need advance technical knowledge for convenient usage	18 10.0%	42 23.3%	42 23.3%	78 43.3%	3.00	1.036
Students need to be trained before they undergo any e-learning activities	18 10.0%	51 28.3%	29 16.1%	82 45.6%	2.97	1.070
E-learning offers the possibility to efficiently manage your time	16 8.9%	37 20.6%	68 37.8%	59 32.8%	2.94	0.944
E-learning will increase teachers efficiency	10 5.6%	45 25.0%	74 41.1%	51 28.3%	2.92	0.868
I believe e-learning is a threat to teachers' employment	12 6.7%	57 31.7%	56 31.1%	55 30.6%	2.86	0.934
E-learning is a threat to teachers employment	28 15.6%	55 30.6%	49 27.2%	48 26.7%	2.65	1.038
It will be difficult for my teachers to become skilful in the use of e-learning tools	20 11.1%	85 47.2%	40 22.2%	35 19.4%	2.50	0.931

The perception of private secondary school proprietors to online classes amid COVID-19 in Ibadan, Oyo State is discussed in the Table 4. “Our instructors must be well equipped to disseminate information” ( $\bar{x}$  =3.48) was ranked highest by the mean score rating as the major perception private school owners to online learning, and was followed by “I believe passing information through electronic technologies is very difficult” ( $\bar{x}$  =3.43), “A face-to-face method is more learner-centred than e-learning methods” ( $\bar{x}$  =3.42), “Coming generation might be faced with difficulties in learning, there would be a lack of determination to

attend physical school to learn” ( $\bar{x}$  =3.41), “E-learning require expensive technical support” ( $\bar{x}$  =3.40), “E-learning reduces the quality of knowledge attained” ( $\bar{x}$  =3.23), “Using computer systems requires a lot of mental effort” ( $\bar{x}$  =3.14), and lastly by “E-learning require more tasks to be carried out” ( $\bar{x}$  =3.13) respectively.

Inference to be deduced from the above statement is that the perception of Private school proprietors to online learning include well equipped instructors to disseminate information, difficulty in passing information through electronic technologies, face-to-face method is more

learner-centred than e-learning methods, lack of determination to attend physical school to learn, expensive technical support for e-learning, e-learning reduces the quality of knowledge attained, lots of mental effort required for using computer systems, and lastly e-learning require more tasks to be carried out. This is in support with a previous study which found out that without objectively analysing the structures that

underline the knowledge base itself, opening borders to information for globalised knowledge is meaningless (Anefuku, 2017).

**RQ 4:** What are the challenges experienced by private school proprietors in adopting online classes amid COVID-19 in selected private secondary schools in Oyo State, Nigeria?

**Table 5: Challenges facing the adoption of online learning by private school owners**

Challenges to online learning	SD	D	A	SA	$\bar{x}$	S.D
Low internet connectivity	2 1.1%	2 1.1%	35 19.4%	141 78.3%	3.75	0.527
Technical knowhow is a great challenge	-	5 2.8%	52 28.9%	123 68.3%	3.66	0.532
Lack of training on online learning	5 2.8%	9 5.0%	46 25.6%	120 66.7%	3.56	0.718
There is irregular power supply	-	16 8.9%	51 28.3%	113 62.8%	3.54	0.655
Difficulty in assessing students understanding	-	2 1.1%	86 47.8%	92 51.1%	3.50	0.523
Complexity of the online environment	-	6 3.3%	98 54.4%	76 42.2%	3.39	0.553
Lack of ICT knowledge to effectively utilize the services	6 3.3%	16 8.9%	63 35.0%	95 52.8%	3.37	0.784
Struggling to communicate on online platforms	-	34 18.9%	48 26.7%	98 54.4%	3.36	0.781
I lack skills required for online learning	16 8.9%	35 19.4%	61 33.9%	68 37.8%	3.01	0.966

The challenges facing the adoption of online learning by private proprietors amid COVID-19 in Ibadan, Oyo State is discussed in the Table 4. “Low internet connectivity” ( $\bar{x}=3.75$ ) was ranked highest by the mean score rating as the major challenges facing the adoption of online learning, and was followed in succession by “Technical knowhow is a great challenge” ( $\bar{x}=3.66$ ), “Lack of training on online learning” ( $\bar{x}=3.56$ ), “There is irregular power supply” ( $\bar{x}=3.54$ ), “Difficulty in assessing students understanding” ( $\bar{x}=3.50$ ), “Complexity of the online environment” ( $\bar{x}=3.39$ ), “Lack of ICT knowledge to effectively utilize the services” ( $\bar{x}=3.37$ ), “Struggling to communicate on online platforms” ( $\bar{x}$

=3.36), and lastly by “I lack skills required for online learning” ( $\bar{x}=3.01$ ) respectively. Hence, the challenges facing the adoption of online learning by private owners include low Internet connectivity, technical know-how is a great challenge, lack of training on online learning, irregular power supply, and lastly is the difficulty in assessing students understanding. This is in line with a previous study which found out that there's discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment(Murgatrottd,2020)

**RQ 5:** What is the readiness towards online learning by private secondary school proprietors; in Oyo State, Nigeria

**Table 6: Readiness of private school owners towards online learning**

Readiness towards online learning	SD	D	A	SA	$\bar{x}$	S.D
Am concerned about the privacy and safety issues on the internet	-	6	76	98	3.51	0.564
		3.3%	42.2%	54.4%		
Studying in a physical classroom is different from studying online as both require a different set of skills	7	21	62	90	3.31	0.826
	3.9%	11.7%	34.4%	50.0%		
I do not possess adequate digital literacy in using online learning for interaction with the students	-	18	94	68	3.28	0.635
		10.0%	52.2%	37.8%		
Studying alone with an online platform will require technical assistance	27	28	46	79	2.98	1.096
	15.0%	15.6%	25.6%	43.9%		
I feel I may be left out if I am not able to cope with this new way of learning through online mode	11	56	61	52	2.86	0.910
	6.1%	31.1%	33.9%	28.9%		
I am facing difficulty in switching from classroom-based, face-to-face learning to online learning	8	59	69	44	2.83	0.851
	4.4%	32.8%	38.3%	24.4%		
Teachers and I have difficulty in navigating through online platforms due to lack of prior training	30	51	50	49	2.66	1.053
	16.7%	28.3%	27.8%	27.2%		
There is a feeling of isolation associated with online learning as I cannot physically interact with teachers and student	26	42	80	32	2.66	0.935
	14.4%	23.3%	44.4%	17.8%		

Table 6 shows the readiness of private school owners towards online learning. “Am concerned about the privacy and safety issues on the internet” ( $\bar{x}$  =3.51) was rated as the major concern of private school owners to online learning, and was followed by “Studying in a physical classroom is different from studying online as both require a different set of skills” ( $\bar{x}$  =3.31), “I do not possess adequate digital literacy in using online learning for interaction with the students” ( $\bar{x}$  =3.28), “Studying alone with an online platform will require technical assistance” ( $\bar{x}$  =2.98) etc.

Hence, private school owners are not in readiness to accommodate online

learning in the study. Majority of them are either concerned about the safety issues on the internet, or do not possess adequate digital literacy skills for online learning and interaction with the students. This is in line with a previous study which found out that private school proprietors perceive learning as central to changing patterns of attitude and the creation of socially situated identities(Gee,2011).

**Hypothesis 1:** There is no significant influence of the perception of private secondary school proprietors readiness towards online learning in selected private secondary schools in Oyo State, Nigeria

**Table 7: Regression analysis for the perception of private secondary school proprietors' readiness towards online learning in selected private secondary schools in Oyo State, Nigeria**

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.025	.001	-.005	2.75720			
<b>ANOVA</b>						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	0.878	1	0.878	0.116	.734	Not Sig.
Residual	1353.183	178	7.602			
Total	1354.061	179				

**Regression coefficients of the perception of private secondary school proprietors on online learning**

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta Contribution	t	Sig. p
(Constant)	23.159	2.694		8.597	.000
Perception of online learning	.020	.058	.025	.340	.734

Influence of private secondary school proprietors' perception on readiness towards online learning is presented in Table 7. The table presents a model summary which establishes how the model equation fits into the data.  $R^2$  was used to establish the predictive power of the study's model. Proprietors perception have weak positive statistical significant relationship with readiness towards online learning among secondary school students in Ibadan, Oyo State Nigeria ( $R= 0.025$ ,  $p < 0.05$ ).

The coefficient of determination ( $R^2$ ) of 0.001 shows that 0.1% of the variation in readiness towards online learning among private secondary school proprietors under investigation while the remaining 99.9% variation in the adoption of online learning is explained by other exogenous variable different from private secondary school proprietors; perception examined. This result suggests that adoption of online learning has 0.1% influences on perception among private secondary school proprietors in Ibadan Oyo State, Nigeria.

Furthermore, the results of regression coefficient in Table 7 revealed that at 95% confidence level, a unit change in adoption of online learning will lead to a 0.734 increase in perception among private secondary school proprietors in Ibadan Oyo State, Nigeria. Given that all other factors are held constant. On the strength of this result ( $R^2= 0.001$ ,  $F= 0.116$ ,  $p=0.000$ ), This implies that the effect of the independent variable to the dependent variable was not significant and that other variables not included in this model may have accounted for the remaining variance. This study accepts the null hypothesis ( $H_0$ ) which states that There is no significant influence of the private secondary school proprietors' perception on readiness towards online learning in selected private secondary schools in Oyo State, Nigeria.

**Hypothesis 2:** There is no significant influence of the attitude of private secondary school proprietors on online learning in selected private secondary schools in Oyo State, Nigeria.

**Table 8: Regression analysis for the effect of attitude of private secondary school proprietors on online learning in selected private secondary schools in Oyo State, Nigeria**

R	R Square	Adjusted R Square	R	Std. Error of the Estimate		
.236	.056	.051		4.22842		
<b>A N O V A</b>	<b>Sum of Squares</b>	<b>of DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Remark</b>
Regression	188.171	1	188.171	10.524	.001	Sig.
Residual	3182.557	178	17.880			
Total	3370.728	179				

**Regression coefficients of attitude of private secondary school proprietors on online learning**

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	29.708	2.783		10.676	.000
Attitude to learning	-.347	.107	-.236	-3.244	.001

Table 8 indicates the results of the multiple regression analysis for the independent variables (subscales of PSSPA) and dependent variables (subscales of Online Learning).

Influence of private secondary school proprietors' attitudes on readiness towards online learning is presented in Table 8. The table presents a model summary which establishes how the model equation fits into the data.  $R^2$  was used to establish the predictive power of the study's model. Proprietors attitudes have strong positive statistical significant relationship with readiness towards online learning among secondary school students in Ibadan, Oyo State Nigeria ( $R= 0.236$ ,  $p < 0.05$ ).

The coefficient of determination ( $R^2$ ) of 0.056 shows that 5.6% of the variation in readiness towards online learning among private secondary school proprietors under investigation while the remaining 94.4% variation in the adoption of online learning is explained by other exogenous variable different from private secondary school proprietors; attitudes examined. This result suggests that adoption of online learning has 5.6% influences on attitudes of private

secondary school proprietors in Ibadan Oyo State, Nigeria.

Furthermore, the results of regression coefficient in Table 8 revealed that at 95% confidence level, a unit change in adoption of online learning will lead to a 0.001 increase in attitudes of private secondary school proprietors in Ibadan Oyo State, Nigeria. Given that all other factors are held constant. On the strength of this result ( $R^2= 0.236$ ,  $F= 10.524$ ,  $p=0.000$ ), This implies that the effect of the independent variable to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Hence, attitude to learning significantly predicts online learning in the study. This study rejects the null hypothesis ( $H_0$ ) which states that There is no significant influence of the attitude of private secondary school proprietors towards online learning in selected private secondary schools in Oyo State, Nigeria. This is This is in line with the findings in the research that found that the use of emerging technologies can be harnessed irrespective of time, means and location due to the ubiquitous nature of these technologies.

However, successful implementation of E-learning in education relies much on attitudes and perceptions (Bakare & Bakare, 2021; Cabrera, 2012)

## **Discussion**

The study has been able to established that private secondary school proprietors have the right perception but a weak attitude towards the adoption of online learning amid COVID-19 pandemic. Inference from the above is that attitude has a significant effect on the adoption of online learning in respect to digital education transformation and technology utilization. Conceptually, scholars pointed out that people's evaluative judgment of an object depends on how they feel about something (affective evaluation); the knowledge they have about the object (cognitive evaluation) and how they have acted on it in the past (behavioral evaluation) (Sangra, Vlachopoulos & Cabrera, 2012; Gee, 2011).

However, there is a low level of adoption of online learning by private school proprietors during COVID-19 pandemic lockdown which can be attributed to some challenges such as low internet connectivity, technical know-how, lack of training on online learning, irregular power supply, and lastly by difficulty in assessing students understanding. This is in line with a scholar who found that discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment (Murgatrottd, 2020).

## **Conclusion**

In summary, attitude is significant predictors of the contexts of private secondary school proprietors to online learning adoption amidst COVID-19 pandemic. The findings

noted a few limitations and among them is based on the undeniable the presence of conceivable factors such as background factors influencing the instruments, especially proprietors-report of online learning. Despite those limitations, the research took the approach to examine perception, attitudes, readiness and in-depth aspects of online learning adoption among secondary school proprietors amid COVID-19 pandemic.

## **Implication of study**

The study has contributed to the literatures about the understanding of the influence of perception, attitudes on the adoption of online learning in the context of private secondary school in Ibadan. It had also shown the awareness among private secondary school proprietors about the significance of ICT skills in enhancing teaching and learning. The findings of this study are of great importance to various stakeholders such as private school proprietors, curriculum developer, policy maker, for several reasons. Foremost, there is a paucity of previous research regarding perception and attitudes of private school proprietors to adoption of online learning in keeping students engaged during COVID-19 pandemic and the closure of many tertiary institutions globally. This study has helped to uncover critical areas and contribute to local literature on the subject, which would, in turn, be used by relevant authorities to improve their educational initiatives. Private school proprietors would realize the importance of undertaking studies in information technology and online modes as a means of up-skilling their teaching abilities.

In a similar vein, educational authorities should see the importance of ICT integrated learning to be included as pedagogical reforms in education. In particularly, there is the need to revisit their

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curriculum so that ICT knowledge is included in their text at primary and secondary levels. This adaptation would better prepare the students for ICT integrated pedagogy at higher institutions.

The findings of this study would rebound to the advantage of private higher institutions by providing them with important insights into integrated ICT teaching, allowing them to strengthen their programs in order to better prepare lecturers to address the various requirements of the COVID-19 pandemic.

### Future recommendation

Future studies can include more ethnic and cultural aspects to be studied for better generalization of findings.

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