NEAR EAST UNIVERSITY
ONLINE JOURNAL OF EDUCATION
(NEUJE)

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The Attitude Towards Online Counselling in Comparison to Face-To-Face Counselling Among United Arab Emirates Citizens

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Abstract

This research compares United Arab Emirates (UAE) citizen's attitudes toward online and face-to-face counseling. The aim of this research is to get a better understanding on UAE citizen's attitudes toward seeking either online or face-to-face counseling. After getting the ethical approval from the Scientific Research Ethics Committee, the use of both qualitative and quantitative research, which will include sharing the questionnaire online with the participants, as well as a focus group that included 8 participants. The research covered 180 participants who completed the socio-demographic form, The Online Counseling Attitude Scale (OCAS), and the Face-to-Face Counseling Attitude Scale (FFAS). Convenient sampling was used to secure replies from the participants and the results of this research were obtained using SPSS software. Furthermore, it has been indicated that UAE citizens favor online counseling. However, there is a marginal difference in comparison to face-to-face counseling. With that being said, more investigation is required. To address and understand whether the digital solution will act as an alternative to face-to-face counseling. This is mainly because, online counseling can act as a functional source for seeking mental health services due to its easy accessibility.

Keywords: online counseling, face to face counseling, attitude, mental health, Covid-19

Introduction

Mental health has been the subject of some research; however, limited research has been conducted to address the newly emerged mental health solution, such as online counseling. According to the American Psychological Association (APA), telepsychology "is the provision of psychological services using telecommunication technologies". It has emerged as a viable substitute for traditional face-to-face counseling in recent years, at least for a segment of the population. The growth in development has shifted the traditional medium, and the internet has changed everyday events. It has shifted the way we view communication and the way we interact with each other. We can now communicate while traveling. Hence, the internet is now considered the preferred medium of communication.

In one way or another, everything now requires the use of the internet. Booking a flight, paying expenses, and scheduling your first online counseling session are just a few examples. Online counseling provides mental health support for those who are in need from various locations. It also includes delivering sessions through several means, such as video, chat, audio, or a combination of all. Online counseling has helped people to communicate with mental health experts through accessible and secured online platforms and applications. Everyone can now access an expert with one click, you can book a session within a few

seconds and it does not require any effort, which is convenient for a large number of populations. Nonetheless, little is known about how online counseling has emerged and how it evolved to become a new approach for those who have limited adequate access to mental health services. Though, an increase in demand can be attributed to the COVID-19 pandemic.

Businesses, stakeholders, and even governments are now investing in online counseling. People began seeking online solutions, mostly due to their simple accessibility, cost, and convenience. According to a study by University of Zurich written by Brigit Wagne, research for 'counseling online' has increased by 124% since the COVID outbreak. During the pandemic, the majority of the population had their movements restricted and were not able to engage in their daily life activities. Considering those who visit their counselors in their clinic and have their sessions conducted face-to-face. The pandemic has affected their movement due to factors such as, quarantine, lockdown and self-isolation, which by some means or other, affected their treatment plan. Online counseling made it easier for the therapist as well as the client to communicate digitally.

Moreover, according to Sora (2021) in her journal article titled *"The Clients' Perspective on Telepsychology Acceptance and Use: A Questionnaire Study to Document"*, Online counseling follows the same format and content as in-person sessions. Putting into consideration the restrictions on the session time, confidently and ethical matters. It is crucial to identify solutions that ensure everyone has access to mental health care. Because if neglected, it will result in adverse health outcomes, suicide, divorce, substance abuse, child neglect and abuse, and adolescent delinquency. These are all well-documented negative consequences of failing to address the issue. Yet, mental health stigma is a huge barrier for individuals seeking mental healthcare. As they consider several factors which prevent them from seeking help, such as being seen as incompetent, afraid of being judged by society, and believe that they can never get better. According to a representative European sample, 6.5% of people needed mental health care, but more than 3% of those who needed it did not obtain it. The stigma is even aggravated in Arab countries, especially in the Gulf. People tend to avoid asking for help to avoid any sort of labeling. The majority of United Arab Emirates (UAE) nationals are conservative, and they tend to consider social norms. Paula Keenan, a project manager for Community Mental Health, had said "there is a lot of stigma surrounding mental health, where people would rather attribute a problem to a physical illness than as a symptom to mental health," (Samaha, 2009), Moreover, according to Dr Amal Alhalyan, a specialist registrar in psychiatry , stated that "mental illness is a taboo, and is often blamed on a lack of religion, she had also added: Depression was considered by some people to be a sign of evil spirits or possession, and they would resort to home-made remedies to try to get rid of it". Furthermore, Dr Lata Bijlani, who has been a general practitioner at Falcon Medical Clinic for 22 years and addresses the societal stigma associated with mental health as well as the reality that insurance doesn't cover the expenditures. In today's digital environment, it is simpler to convince people to open up about their psychological concerns online than in person, according to Dr. Bijlani. This is particularly true for teenagers and "millennials," who rarely go offline and rarely spend much time away from their phones. Taking this into consideration, the features that online counseling offers are seen as conducive. To emphasize, it encourages patients as it keeps the client's identity anonymous. This feature is considered a lifeline for those who do not like to share their personal identity and prefer to keep their identity anonymous. In addition to this, in UAE the rural population has estimated to reach 12.95%, and online services are considered more convenient to them. Another factor to consider, in the United Arab Emirates, there are 0.3 psychiatrists, 0.51 psychologists, 0.25 social workers, 0.04 occupational therapists, and 0.04 other health workers for every 100,000 people (Fatima Rashed Al-Darmaki, 2015). Because mental

healthcare in the UAE is an expensive industry, advocates for less-priced mental health treatments have emerged there. A lot of work has been invested in tackling all these concerns of labeling and stigmatizing those who are seeking mental health services. Consequently, online counseling has eased people to reach a larger pool of counselors. The UAE government has been addressing these concerns and acting upon them to diminish such misconceptions. Solutions have been established by working with online platforms that are based in UAE to deliver services to UAE nationals. For instance, a platform called "Tegahwa" is offering online marriage counseling sessions for free charges to UAE Nationals (Chakraborty, 2021). Moreover, another platform and application called "Takalam" are also owned by a UAE national called "Khawla Hammad", who created this platform to mainly address the concerns of stigma in the UAE society, and to have the service accessible for everyone. (Warner, 2021) On the other hand, face –to- face counseling is the traditional mean of mental healthcare. However, the only difference would be the method of communication. Face-to-face counseling is conducted in a counselor's office or clinic, even in a healthcare setting. In contrast, online counseling is conducted through digital communication, like Zoom, Google Meets, and Skype. Studies that compared the effectiveness of telehealth versus in-person treatments revealed similar results for clients and the nature of their connections with therapists. However, numerous other research has backed the effectiveness of teletherapy. (Joyce, 2020).

Literature Review

Online therapy for depression was found to be just as beneficial as in-person therapy in a 2014 study that was published in the Journal of Affective Disorders. Particularly in light of the pandemic's effects, telepsychology is being given in many psychotherapy centers and is becoming more and more integrated into clinical treatment. Online therapy can take less time than face-to-face counseling. You can simply dial a number or log in to a site, and the session can happen wherever you are comfortable. When you can't access a therapist in person, video appointments can be as effective.

Moreover, A recent research entitled *Video therapy and the therapeutic alliance in the age of COVID-19* written by Susan Simpson (2020), has also compared the therapeutic relationship and empathy across media (phone, face-to-face, and video conferencing) and found no discernible difference. Although a different article by B. Christopher Frueh (2007), entitled *Therapist Adherence and Competence with Manualized Cognitive-Behavioral Therapy for PTSD Delivered via Videoconferencing Technology*, claimed that clients still feel a connection to their therapists even in virtual settings, this seems to be especially true if the therapist is at ease working virtually.

In addition to this, the theoretical frameworks and related interventions offered by online counseling were examined in a journal article by Rakesh Maurya (2020) titled *Counselors' Perceptions of Distance Counseling: A National Survey*. A wide range of different models, such as Psychodynamic, Eye Movement Desensitization Reprocessing, and Person-Centered Therapy, was effectively used. However, Cognitive-Behavioral and Solution Focused Therapy were the theoretical orientations practitioners used the most. Anxiety, depression, and conduct disorders are just a few of the mental and somatic conditions that have been successfully treated using online counseling. In addition, professionals reported that online counseling was effective in resolving problems like melancholy, bereavement, PTSD, self-esteem, marital conflict, and anger management. When compared to therapies done face-to-face, those delivered online had equal effects on client concerns with long-lasting results.

Furthermore, in another article entitled *Telemental health for children and adolescents* written by Nicole E. Golf (2015), they stated that when compared to in-person treatment. Treatment for mental health problems through online counseling is equally effective.

According to Shanaya Rathod's study, Mental Health Service Provision in Low- and Middle-Income Nations, done in Canada and low- and middle-income countries have shown an increase in access to evidence-based therapies in remote areas and communities lacking specialist mental health services (Francisco & Archer, 2016; Gibson et al., 2011). Regarding client complaints and concerns addressed through online counseling, Baca (2016) found that professionals accurately identify a range of problems. Additionally, remote counselors successfully assist patients with issues including panic disorder and childhood depression.

In contrast, telepsychology is not suitable for all conditions. If the client has a significant mental illness, the APA has issued numerous guidelines that advise against using online counseling. For instance, if they run the risk of harming themselves or another person (APA, 2014). Another issue raised by Richards (2018). The impact of technology on therapeutic alliance and involvement in psychotherapy: The therapist's perspective is that depending on their level of expertise and seniority, counselors may still be hesitant to employ online counseling. Many senior experienced counselors received their fundamental training prior to the advent of the Internet, whilst other experienced counselors used auxiliary technologies like a professional website and encrypted email/text communications in their face-to-face practices.

Vincent (2017) stated that older counselors (61-70 years) were a little more hesitant to transition to complex devices when compared to younger experienced counselors (40-60 years of age). In his article "*Advancing telecommunication technology and its impact on psychotherapy in private practice: Telecommunication technology and psychotherapy*".

The American Psychological Association (APA) encourages therapists to use teletherapy to support their patients in times of need. Even though many therapists lack the necessary training for online counseling (Perry et al., 2020). Counselors are prohibited from abandoning their clients ethically. In order to deliver online psychotherapy, training is needed, and the American Psychological Association (APA) also provides recommendations to ensure the necessary technological competencies along with clinical and therapeutic competencies particular to the online context. The therapist would need to be knowledgeable about certain legal needs and rules, as well as ethical techniques and norms.

The benefits of using online counseling are numerous. However, among the worries related to online psychotherapy's privacy, confidentiality, security, and safety pertains to the usage of insecure websites or unprotected communication tools, such as readily available commercial software. Online platforms and applications can solve security and privacy concerns by following HIPPA standards, "covered entities must protect individually identifiable health information against deliberate or inadvertent misuse or disclosure. Providers must offer precautions to protect the confidentiality and prohibit unauthorized access in order to comply with regulations. And HIPPA aims to protect patient's sensitive health information from being disclosed (Grohs, 2015).

According to Julia Stoll (2020) in her article *Ethical Issues in Online Psychotherapy: A Narrative Review*, Online behavior that is unethical, harmful, or abusive could be simpler. For instance, acting like a therapist or practicing without a license or even without the required training. To bypass this concern, online mental health providers are required to practice and conduct online sessions only if they are licensed. On the other hand, in some cases where online counseling platforms tend to inform clients before booking their session with the counselor, the platform offer background on the counselor's educational experience

and licensing status. This will give a clear idea to the client before they book their session and avoid any misconceptions. Previous studies suggest that telehealth training should be included in psychology graduate programs, as well as post-graduate continuing education (Callan et al., 2017).

To emphasize, according to *the Survey of psychologists' telebehavioral health practices: technology use, ethical issues, and training needs*, which was conducted by Glueckauf (2018) around 90% of psychologists agree that "mental health practitioners should undergo training about the clinical, legal, and/or ethical issues linked to telehealth". The majority of respondents also claimed that technical training was necessary for them to provide telehealth services. Additionally, nearly 40% of psychologists claimed they lacked telehealth training or education, and nearly half claimed they were unable to handle emergency situations while employing online counseling techniques. According to a recent study, therapists' low self-efficacy was a major barrier to using telepsychology and was caused in part by the lack of training opportunities. (Mariana Sampaio, 2021). Therefore, APA and other organizations have offered workshops to train therapists on how to conduct online sessions.

In spite of the advantages of online counseling, with services that exclusively use written communication, like email or online chat, it is impossible for the client and therapist to have face-to-face visibility to monitor body language and tone-of-voice cues. Misunderstandings are more likely to develop as a result of this (Fitzpatrick et al., 2016).

People with a range of mental problems have been shown to benefit from face-to-face treatment and talk therapy. It is, in most situations, more effective than antidepressants alone. In-person counseling is more likely to be required if the mental health issue is serious. People with major mental diseases and those who have strong symptoms of sadness and anxiety may not be able to benefit from online-only therapy. When an individual is in a crisis, they will need help immediately. They will not be able to wait for the therapist to text them. Furthermore, the counselor may not be able to tell how desperate the client is from afar. If a therapist believes a client is a danger to oneself, he or she has the option of keeping the person in the clinic. They aren't always able to confirm an at-risk individual's whereabouts when using online therapy.

In a study by Matthew D. Bird titled "*College students' attitudes, stigma, and intentions about seeking online versus face-to-face counseling*," the findings showed that online counseling was associated with higher levels of self-stigma and discomfort than face-to-face counseling. People are probably less likely to use online counseling because they are unknowledgeable about it, which could help to explain why people are less likely to seek aid from this sort of treatment. Treatment expectations may also have an impact on whether or not someone seeks help online.

Purpose of the Study

The aim of this research is to determine UAE citizens attitudes toward online counseling in contrast to face-to-face counseling. This study primarily focused on UAE citizen's attitudes toward accessing online and/or in-person counseling. The following objectives are the focus of the study:

- To determine if online counseling can act as a useful source for UAE citizens.
- To get a better understanding of the preference between online and face- to- face counseling.

Methodology

In this study, we are combining both qualitative and quantitative research, which will include sharing the questionnaire online with the participants as well as interviewing them. The use of quantitative and qualitative (quantitative using the questioner and qualitative using a semi-structured interview within a focus group of 8 participants), the interviewer will have a few determined questions, which will be followed by upland questions.

For the qualitative data, the majority reported that it is more feasible to receive counseling online than in person. And that online counseling can act as a useful source for those who are uncomfortable with expressing themselves openly, as well as the lower cost of the online sessions and convenience, which act as an advantage for online counseling. Another participant stated that online counseling would be good for those who find it difficult to express themselves about personal issues. On the other side, one of the participants shared her experience with online counseling, stating that the first two sessions were pleasant and effective but that she thought the therapeutic rapport was missing and that she had shifted to face-to-face counseling.

Participants

Participants who took part in the quantitative method were above 18 years old. The participants completed the survey voluntarily and were not rewarded for completing it. The population sample consists of 46.1% (83) male participants and 53.9% (97) female participants, as seen in Table 1.

Table 1.
Demographic Variable- Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	83	46.1	46.1	46.1
	Female	97	53.9	53.9	100.0
	Total	180	100.0	100.0	

56.1% of participants who took part in the study had an average age range of 25–34 years, as seen in table 2.

Table 2.
Demographic Variable- Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	49	27.2	27.2	27.2
	25-34	101	56.1	56.1	83.3
	35-44	20	11.1	11.1	94.4
	45-54	6	3.3	3.3	97.8
	55-64	4	2.2	2.2	100.0
	Total	180	100.0	100.0	

Data Collection Tools

A convenient sample of 180 English and Arabic- speaking participants completed an online questionnaire. The participants were asked to identify whether they would prefer to utilize online or in-person counseling, and two 10-point Likert scale-style questions were given. Furthermore, 8 participants were selected to take part in a focus group. The participates were chosen randomly, and there were a few determined questions that were addressed to the participants. Such as have you tried online counseling? What are your general thoughts about online counseling, and explain why you would consider using or reuse online counseling? Followed by a discussion.

After completing the demographic questions, the participants completed The Online Counseling Attitude Scale (OCAS), which was developed by Aaron B. Rochlen (Rochlen et al., 2004), and the face-to-Face Counseling Attitude Scale (FFAS). To some extent, it is a slight modification of the OCAS, with the exception that "face-to-face counseling" has been integrated in place of "online counseling." Participants are asked about how they feel about online counseling in the survey. Online counseling discomfort and online counseling value are the two subscales that make up the OCAS.

The Online Counseling Attitude Scale (OCAS) reliability score in this study is .645, as seen in Table 3.

Table 3.
The Online Counseling Attitude Scale (OCAS) reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.645	.648	10

Which is an acceptable score according to George Ursachi in his article "How reliable are measurement scales? External factors with indirect influence on reliability estimators" (George Ursachi, 2015). Furthermore, the face-to-Face Counseling Attitude Scale (FFAS) reliability score in this study is .686 as seen in Table 4.

Table 4.
The Face-to-Face Counseling Attitude Scale (FFAS) reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.686	.690	10

Procedure

Data was collected in Mid-April 2022 after getting ethical approval from the Scientific Research Ethic Committee. Data was collected using SPSS software. Because the survey was majorly conducted online, a convenient sampling approach was used to obtain replies from the participants. Participants were encouraged to recruit their friends and fellow students to fill out the survey so that a larger sample could be obtained. The survey takes about 6 minutes to be completed. Thus, data were collected from 180 participants.

Findings

After the data had been collected, screening was done to search for any missing values. In this study, there were no missing values. As shown in Table 5 below, respondents were asked about their attitudes toward using face-to-face or online counseling. A mean of 2.15 participants reported utilizing online counseling helped them learn more about themselves, while a mean of 2.07 participants reported the same for face-to-face counseling. In addition, participants indicated that they'd be more likely to try online counseling, with a mean of 2.04 when asked if it was free than in-person counseling, with a mean of 1.92.

Table 5.
Descriptive statistics

	Mean	SD	N
Using online counseling would help me learn about myself	2.1556	1.00180	180
If online counseling were available at no charge, I would consider trying it.	2.0444	1.19973	180
Using Face-To-Face counseling would help me learn about myself	2.0722	1.08329	180
If Face-To-Face counseling were available at no charge, I would consider trying it	1.9278	1.15807	180

Table 6 also shows that there is slight preference among males to confide their personal problems with an online counselor in comparison with females. Both genders showed a preference for seeking online solutions.

Table 6.
Descriptive statistics of gender preference

Gender		I would confide my personal problems with an online counselor	I would confide my personal problems in a Face-To-Face counseling session
Male	Mean	2.7470	2.2892
	N	83	83
	SD	1.36009	1.17422
Female	Mean	2.6701	2.3608
	N	97	97
	SD	1.13396	1.09150
Total	Mean	2.7056	2.3278
	N	180	180
	SD	1.24037	1.12776

To sum up, the results toward the attitudes of both online counseling (OCAS) and face-to-face counseling (FFAS) were somewhat positive, with a slightly preference toward online counseling.

Discussion, Conclusion, and Recommendations

Discussion

Results show a preference in attitude in conducting online counseling in comparison to in-person counseling.

According to research from the University of Queensland (Snowswell et al. 2019), "telehealth is frequently at least as effective, if not more, than typical care." Similar to this, a comprehensive evaluation of research using video telehealth to provide psychological therapy to individuals with mental problems was released by Swinburne University (Thomas et al., 2021). According to the studies, "counseling was shown to be practicable for delivery via videoconferencing, clients were pleased with therapy, and anticipated changes in targeted symptoms that actually occurred."

In addition, in another study, 409 students from six Malaysian universities took part in a different study. The majority of participants, about, 35% said they would probably use online counseling services yet were unlikely to attend face-to-face sessions.

Another research was conducted in Ghanaian Universities, and participants presented a plethora of advantages to online counseling. The majority of them acknowledged that they have previously participated in face-to-face counseling and may therefore conclude that getting counseling online is similar. The ability to receive counseling from anywhere, better privacy, problem-solving in virtual reality, simple access to the counselor, and anonymity are just a few advantages of online counseling (Amos, Bedu-Addo & Antwi, 2020).

Online counseling may seem to be effective for some people, but other research indicates that it is frequently not the best option. For instance, a Singaporean study found that client-counselor interaction within online settings has been less successful (Kit et al., 2014): counselors found it challenging to direct conversations and had trouble getting clients to respond in online sessions.

In closing, both approaches act as useful sources for the general populace. Despite the results of this study, which endorsed online counseling, some people still prefer the traditional medium. People see digital solutions as more favorable sources due to their easy accessibility, convenience, and low cost, which anyone by anytime can book a session and avoid any hustle.

Conclusion

In closing, both approaches act as useful sources for the general populace. Despite the results of this study, which endorsed online counseling, some people still prefer the traditional medium. People see digital solutions as a more favorable source due to their easy accessibility, convenience, and low cost. Anyone at any time can book a session and avoid any hustle. Along with the factors mentioned earlier, online counseling will necessitate a standard regulation that can be followed globally by various platforms in order to avoid any ethical concerns that may arise and derail this newly developed solution.

After all, regardless of which approach you, your family, or your friends prefer, as long as the symptoms are affecting your daily life, you should reach out to a therapist to begin your recovery process.

Recommendations

In this research paper, there is a significant benefit to the use of both approaches, online and face-to-face counseling. Without question, online counseling and face-to-face counseling both offer prospective benefits and drawbacks. And more investigation is needed to address them. In addition to this, for future research studies, more research is needed to explore blending both approaches, face-to-face and online counseling. Measuring the outcomes will help us to understand the benefit of each approach.

Another factor to consider is that the majority of available studies have been addressing the ethical concern of online counseling leaving behind the potential ethical concerns of face-to-face counseling which can be addressed in future studies.

Further research could also focus on a longitudinal study to assess the impact of online and face-to-face counseling, as well as the advantages and disadvantages of both.

Lastly, future research needs to be conducted to address implementing online counseling for clients with disorders such as schizophrenia and bipolar disorder. Since the previous research mainly covered depression, anxiety, and PTSD. This future study will help to emphasize if online counseling can also be beneficial for critical cases.

Limitations

When we discuss mental health in the MENA region, we always face limitations in terms of finding the required literature. In this research paper, there were a few limitations that could be addressed in future research. First, the lack of previous literature conducted in the UAE and in the MENA.

The fact that little studies have been conducted to address the ethical concerns on the use of face-to-face counseling.

The second aspect would be the limitations in the scope of discussions. Furthermore, the majority of the participants who took part in the study were between the ages of 25 and 34, with only a few participants between the ages of 35 and 55. As a result, there has been no age diversity in this research. Adding to this, the quantitative data could have been designed to reach a more significant number of participants rather than implemented into a focus group.

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THE IMPACTS OF STRATEGIES IN TEACHING ON STUDENTS' PERFORMANCE IN SCHOOL

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Abstract

Teaching strategies are techniques, a teacher's unique way he teaches to promote the teaching in ways that keep students engaged and learn different skill sets. A teacher may choose a different teaching strategy according to the topic, class level, class size, students' ability, and classroom resources. There are different kinds of instructional strategies employed by teachers to achieve teaching and learning goals and support different students in achieving effective learning outcomes. This research examines the impacts of strategies in teaching on students' performance in school. Depending on the case and classroom activities according to teaching strategies, a specific strategy can also be employed to teach a particular skill to a particular student or group of students to have them learn effectively. For example, a teacher could use a combination of computer-based activities, lectures, and group problem-solving to deal with a section of their syllabus. A qualitative research methodology has been used, and an open-ended questionnaire was distributed for the collection of data. Participants of the study, teachers (15) and administrators (15) were selected randomly for both the public and private schools. As teaching techniques improve based on increased knowledge of how students learn, teachers are progressively advancing their teaching strategies in line with evidence-based practices and their student's learning needs. Inherently, no teacher can use all teaching strategies to fit all individual student's needs in a class. Rather, he needs to reflect on how to balance the needs of various learners without offsetting the learning practice by trying to be all things to all students to enhance student performance in school.

Keywords: teaching strategies, students, school in performance, learning, education

Introduction

Different teaching strategies allow teachers to adjust lessons to the range of skill levels presented in a classroom, while also supporting progress in learning. Teachers observe learners and use the formative assessment approach to make sure classroom experience can be adjusted to individual skill and ability lever as appropriate for effective teaching and learning to take place in the classroom (Bal-Taştan, et al., 2018).

This study considers several teaching strategies for the classroom for effective learning to occur with a student who has different learning needs. Whether you've been teaching for three months or fifteen years, it can be challenging to know which teaching strategies will work best with your students. As no two students are the same, and no one strategy fits all students' learning abilities or speed to learn, there is a range of effective teaching techniques you can employ to motivate your classroom practice. It is significant that in clear and concerted examples we make students aware of themselves as learners (Harris & Goodall, 2008; Dunn, et al., 2009). We must frequently ask, not only "What are you learning? and How are you learning?". We must engage them with the usefulness of their

techniques. We must offer options and then challenge students to test the efficacy of those methods (Weimer, 2012).

However, teaching is far more than doing. Teaching is always associated with human beings and the improvement of their minds and potential. People have different intelligence, aptitude, attitude, interest, motivations, needs, and temperaments, among others (Gustems-Carnicer, Calderón & Calderón-Garrido, 2019). What may interest Jimmy may not interest Leroy. What may challenge Konah may not challenge Zina etc. This is the background of the complex nature of teaching.

It is troubling that most often those who find themselves in the classroom whether trained or untrained understand teachers merely feel that all that is necessary for teaching is knowledge of the subject matter. But as we shall see from the investigation of this study, teaching is more than just knowledge of the subject matter. It is more than standing in front of a class to recite some notes, discuss some ideas, demonstrate some principles, perform some experiments, or transmit some information to students (Usman, 2015; Oludipe & Oludipe, 2010).

Therefore, the recognition and appreciation of this fact of individual differences and the application of the right learning strategy is the first step in teaching effectiveness Putri & Sari, 2021).

Problem Statement

Teaching strategies have a vast role to play in student learning and academic performance widely. This outcome has shifted the learning and academic performance of children, particularly learners with different abilities or learning needs who are weak or need a different approach to learning.

Importance of the study

This research article aims to investigate the impacts of teaching strategies in teaching on students' academic performance and how they can be improved for teaching and learning effectiveness. The study explores the importance of teaching strategies in learning. For this purpose, the interview will focus directly on the teachers from elementary to secondary levels who have a direct understanding of their teaching techniques for teaching students effectively.

Methodology

Method of the Study

The researcher used a qualitative research methodology that consisted of an open-ended questionnaire distributed for the collection of data. Qualitative research is a method of questioning, interpreting and understanding the form of the problem in its natural environment. Observation, interview and document analysis are used to solve a problem. (Guba ve Lincoln, 1994; Klenke, 2016). The interview method was also used in this study.

Study Group

The scope of this study contains the public and private school teachers throughout the second period of the academic school year 2021-2022. Random sampling was used to select Liberia, Nigeria, and Ghana. For each of the three countries selected, random sampling was further used to select from each. From each of the participants selected, Liberia (7), Nigeria (12), and Ghana (6).

The research is consisting of 20 teachers and 5 administrators who will be randomly selected as a sample. The participants who enter this research will do that voluntarily.

The participants' demographic variables show that most of the contributors who participated in this study are teachers, 17 (85%) of the participants are males, 13 (65%) of the participants' educational levels are bachelor's degrees (B.Sc.), 12 (60%) of the participants were between the ages of 31-35, and 10 (50%) of the participants are from Nigeria, West Africa.

Data Collection Process

An interview form was used in this study. Expert opinion was taken to the interview form. It was determined that the questions were appropriate. The research conducted interviews through various tools, Google Meet and Zoom that took approximately about 20 minutes to complete. That helped gather the demography variables of the participants who volunteer joined the research. The researcher developed an open-ended question to gather the literature review of the research. The interview was confirmed after receiving the views from an expert in the department of education. The data were collected between the dates 15th -29 of May 2022. The participants' view on the effects of teaching strategies on student performance was collected through google meet and zoom meeting.

Data Analysis

The data obtained from the interview question form were processed into the Excel table. Then, descriptive analysis technique was used. Descriptive analysis; It is the interpretation and summarization of data collected in various ways according to previously revealed themes. After the analysis, direct quotations were included to show the discourses of the people in a remarkable way (Lawless, 2010). In accordance with ethical considerations, direct opinions of the participants were given using the code; P:1; P:2.

Validity and Reliability

Following some alterations through the study, files were delivered to the division of educational sciences for authorization on this research which was completed after verifying my research's legitimacy. The research was started after the ethics committee report was received.

Findings

Table 2.
Participants' Responses On How Teaching Strategies Helped Improve Teaching.

Strategies helped improve teaching	f	%
Formative and Summative assess students appropriately	10	38
Helped students with different needs to catch up in class	7	27
Help teacher to give clear instructions in class	5	19
Improves effective questioning style	3	12
Make teachers to know their students	1	4
Total	**26**	**100**

The table above presents the perception of participants' responses on how teaching strategies help improve teaching. 38% said the appropriate use of formative and summative assessment to determine teaching strategy and evaluation of students, 27% said teaching strategy helps students with different needs to catch up with other students, 19% said strategy

help teachers to give clear instructions in class, 12% said strategies in teaching improves effective questioning in-class discussion and 4% said it makes teachers know their students.

"Teaching strategies help teachers to develop the best ways to deliver lessons to students for effective learning by assessing students before presenting lessons. By doing that, it becomes easy to communicate effectively with students and enhance student performance." (P:2)

Table 3.
Participants' Opinions On How Teaching Strategies Were Used During The Covid-19 Pandemic Be Used After The Pandemic.

Teaching strategic employed during covid-19	f	%
Online learning platform to continue	8	44
Lectures through videos and audio recordings a routine	5	28
Practice is beneficial to teachers' improvement	3	17
Continue Learning by radio or television	2	11
Total	**18**	**100**

The table above shows the opinions of participants on how teaching strategies employed during the covid-19 pandemic will be used after the pandemic in schools. 44% said online learning is here to stay and will continue because of its convenience, 28% said the videos and audio recording teaching method 17% said the division of class size, and 11% said learning by radio and television.

Because of the convenience of online learning and the efficiency of accessing education at anytime and anywhere, this learning strategy will be used continually. Students have access to their previous and current lessons at any time via videos or audio recordings." (P:11).

Table 4.
The Participants' Viewpoint On How Teaching Strategies Helped Students Think And Learn.

Strategies help students think and learn	f	%
Strategy conveys to students that performance can be improved with added effort.	8	35
Strategy transforms student knowledge, not just the most successful, and offers help to all students, not just those who are doing poorly.	6	26
Encourage students' reasoning in areas were they already have substantial knowledge.	4	17
The strategy makes connections between students current knowledge and the teachers learning goals.	3	13
Help students recognize similarities and differences	2	9
Total	**23**	**100**

The table above explains the responses of participants on how teaching strategies help students think and learn. 35% of the participants said that the application of the wait time strategy helps slow-processing students to catch up, 26% said the multisensory teaching strategy helps students struggling readers improve, 17% said modeling strategy help students to follow up the lesson, 13% said graphic teaching strategies help students solve math

problems and 9% said the one-on-one strategy help students by practicing with other to improve quickly.

'Here are a few of the strategies I use to help my students follow o up or improve quickly in class.

1. Wait time teaching strategy
2. Multisensory teaching strategy
3. Modelling teaching strategy
4. Graphic teaching strategy
5. One-on-one teaching strategy

With these strategies, my students can catch up and improve faster. (P:4)''

Table 5.
The Participants' Responses On How Strategies Improve Students' Academic Performance In School.

Strategies help improve student performance	f	%
Strategies help students to learn good study habits	9	36
Help students connect with classmates and teacher	7	28
Help students use technology to their advantage	4	16
Helps students organize themselves in and out of classroom	3	12
Do their work and know their limits	2	8
Total	**25**	**100**

The table above presents the perception of participants' responses on how teaching strategies help improve teaching. 38% said the appropriate use of formative and summative assessment to determine teaching strategy and evaluation of students, 27% said teaching strategy helps students with different needs to catch up with other students, 19% said strategy help teachers to give clear instructions in class, 12% said strategies in teaching improves effective questioning in-class discussion and 4% said it makes teachers know their students. ''Teaching strategies help teachers to develop the best ways to deliver lessons to students for effective learning by assessing students before presenting lessons. By doing that, it becomes easy to communicate effectively with students and enhance student performance. (P:2)''

Table 6.
The Participants' Opinions On The Extent To Which Strategies Help In Reducing The Risk Of The Spread Of Covid-19 In Schools.

Strategies help reduce risk of covid-19 spread	f	%
Stay home when you are sick	8	31
Keep physical distance in and out of class	7	27
No shaking hands	5	19
Proper hygiene and regular hand washing	4	15
Reduce class size	2	8
Total	**26**	**100**

The responses of the participants on the extent to which strategies help in reducing the risk of the spread of covid-19 in schools. 31% of the respondents said the stay home when you are sick was an effective strategy in reducing covid-19 spread in schools, 27% said keeping physical distance in and out of school was effective, 19% said, no shaking hands, 15% said proper hygiene and regular hand washing while 8% said the reduction of class size.

''In my opinion as an experienced teacher for over twenty-five years, here are my best three strategies which were very effective.

1. Stay home when you are sick
2. Keeping physical distance in and out of class and
3. Proper hygiene and regular hand washing.

   help in the reduction of the spread of covid-19 in schools.

Discussion, Conclusion, and Recommendation

Teachers are the key to success in student performance because they guide the students directly in the teaching and learning process (Rusman, 2011). In line with the implementation of teaching strategies, effective teachers use a style that combines understanding and practice for effective learning. Teaching strategies blend the teacher's personality and interests with the needs of students and curriculum requirements. The best teachers remain focused on their teaching goals and the student's specific needs in their classrooms.

Deciding on the teaching strategy and tools to adjust is one of the most complex factors in evaluation. Techniques and processes defer from one subject to another, and their effectiveness depends on how closely they match the subject goals, contents, and structure on the one hand and teaching strategy, on the other hand (Isa, et al., 2020). Teachers create lesson properly between the learning objective, learning material, and teaching strategy using different approaches that is helpful for students to learn (Ayu, 2020).

Finally, when the teachers' strategy and knowledge are aligned in classrooms, the students display a good attitude, have better motivation, and perform well (Metzler & Woessmann, 2012). It is concluded that good impartation of teaching strategy and knowledge of the subject on the part of the teacher's self-efficacy; along with student's interest and motivation in the subject and the display of positive attitude as earlier pointed out, are influential factors which when combine are suggested to lead to better academic performance by students (Vo, Zhu & Diep, 2017). We posit that the findings of this study will provide the basis for future research on this topic of growing scholarly and practical significance.

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STUDENTS' PERSPECTIVES ON UZEBIM USE IN SECOND LANGUAGE LEARNING

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Abstract

In order to keep up with the quick pace of technological advancement and reduce the transmission of Covid-19, new technical methods and platforms have been developed to aid in the learning of a second language. Since new model learners are said to as "digital natives," this improves their drive to learn a second language. The learning atmosphere for English preparatory school students at a private university in the TRNC is made easier by incorporating current technological systems and platforms into the learning process. As a result, this university created the UZEBIM online platform, which is also used by English language instructors and learners in second language study. The self-directed learning setting for language learners is produced by incorporating Uzebim into teaching and learning. The purpose of this study is to assess the effectiveness of employing Uzebim in light of the learners' perspectives on the second language. The current study was designed using a qualitative research paradigm, with 35 participants drawn from a private university's English preparatory school that uses the Uzebim platform. The goal of the study was to assess the use of Uzebim in the education-learning of a second language. The research group included 22 male and 13 female students who were enrolled in the first semester of the school year 2021-2022. As a data-gathering tool, a structured interview form was adopted. According to the findings of the study, a new technological platform, Uzebim, with respect to its programs in second language acquisition encouraged professors and students to experiment with novel instructional methods. Moreover, the Uzebim platform has a significant impact on second language learning. Furthermore, the students who took part in this study stated that because they may access their course information at any time and from any location, they can enjoy learning. Moreover, the element of using Uzebim while learning English as a second language was highly favorable, according to the findings. Another powerful aspect of using Uzebim is that they expressed their delight at being in the same digital environment as their lecturers and that they were attempting to write alongside them, particularly in academic writing.

Keywords: distance learning, second language learning, evaluation, technology, Covid-19

Introduction

Covid-19 pandemic spread worldwide in 2020. Almost all countries declared the closing of educational institutions to control the transmission of the disease (Sintema, 2020) in February 2020. This has had an impact on learning during this academic year and is likely to continue to do so in the academic years to come. Therefore, education has changed dramatically. The

learning environment has changed too (Lu, J. & Churchill, D. 2013). Teaching remotely has taken place of face-to-face education on digital platforms (Pisces S. H. et al., 2012). So, there was a need to implement an alternative educational tool for distance learning. E-learning tools have played an important role during this pandemic. Using Moodle helps the university to facilitate teaching and learning during the closure of universities (Subedi et all., 2020). For some learners and instructors, it was difficult to adapt to this new learning and teaching environment, whereas for some of them it was easy to adapt. Pratama (2015) states that the most basic and important skills that students should have in the present century are information and communication technologies and literacy skills.

The rapid development in technological applications such as Moodle, promoted the English preparatory schools to integrate these kinds of applications into their teaching and learning environment during the covid-19 pandemic. The distance education center (Uzebim) is a center where the distance learning systems of the Near East University are located. The Moodle program is used as the learning management system in this center at Near East University. This system has several modules including course materials, announcements, course outlines, assignments, marks for assignments, and reports. The increase in using mobile devices like smartphones in teaching and learning environments provides learners with access to the needed materials throughout the day and night through Moodle. The ease of the learning process at any time and anywhere is the most important use of Uzebim. Furthermore, teachers are able to share a variety of materials in different formats such as Word, PDF, Excel files, videos, and many more. Teachers can send quizzes, assignments, and homework to their learners through Uzebim. Learners can even send their written and video assignments to their teachers.

Some of the online classroom platforms such as Google Meet, allow the teachers to create online educational classes. Google meet gives the opportunity for video meetings and tracking of student attendance to teachers. This platform provides additional coaching to students. Teachers can also give feedback through online lessons. According to Doucet, the most important part of online distance learning is to give timely feedback to the learners (Doucet et al., 2020).

Using Uzebim at English preparatory schools, it is aimed to assign tasks in four skills and explore the features on the platform. Besides this, it is easier for teachers to evaluate not only the learners' assignments but also the improvement of the four skills (reading, listening, writing, and speaking).

Statement of the Problem.

The use of technological tools in education has taken an important place in the history of mankind, and the increasing use of them every day has eliminated the necessity of face-to-face meetings between teachers and students in a building. Therefore, rapid developments in technological investments have become inevitable for institutions providing education. In this sense, it should not be ignored that technology should be used most effectively in order to meet the needs of the era. For this reason, it is very important for educational institutions to use technological tools together with course books and to prepare the necessary infrastructure in order to achieve targeted success. Getting to understand how the students of the English Prep School of one private university in the TRNC perceive the use of Uzebim (a Moodle) is the paramount worry of the researchers.

Aim

The main aim of this study is to find out how students of the English Prep School of one private university in the TRNC perceive the use of Uzebim (Moodle). In this context, the researchers get the opinions of students who attend a lay private University English Preparatory School on the effect of using Uzebim together with course books in the language learning process.

Research Questions.

In this respect, the following questions have been sought:

1) What are the students' views on the use of Uzebim in second language learning?
2) What are the views according to the students' evaluations regarding the education provided by Uzebim?

Methodology

Research Design

This study used the descriptive design since it is one of the most dependable methods of doing research when dealing with a big sample of respondents since this allows the researcher to extrapolate the population employing information acquired from the study respondents. Descriptive studies examine a population's characteristics, uncover flaws within an institution, structure, or population, or examine differences in traits or practices among establishments or even regions (Grove, S. K., et., al.2012). A descriptive research design is also regarded as qualitative research. Yıldırım and Şimşek (2008) describe qualitative research as a method in which techniques such as observation, interview, and document analysis are used. Qualitative research is suitable for studies in social sciences (Yıldırım, A., & Simsek, H. 2008)

Research Study Group

Table1.

Distribution of Students according to their Gender, Age and Nationality

Variables	f	%
Students' Gender		
Male	22	62.9
Female	13	37.1
Students' Age		
18-20	21	60
21-23	12	34.3
28 and above	2	5.7
Nationality		
International Students	21	60
Turkish Students	14	40
Total	35	100.0

In this study, 35 students who are being educated at an English Preparatory school in a Private University Turkish Republic of Northern Cyprus took part. In the first part of the interview form, the "biographical features" section is taken place with the aim of identifying

personal information which is used to determine the gender, age range, and nationality of the participants. The distribution of data obtained from biographical features is given above. According to the gender distribution of the students who were participating in the study, 62.9% (22) of the students were male and 37.1% (13) were female. The majority of the students who participated in the study were male students.

When the age distribution of the students who were participating in the study was examined, it was determined that 60% (21) of the students were between the age of 18 and 20, 34.3% (12) of the students were between the age of 21 and 23 and only 5.7% (2) of the students were at the age of 28 and above. Most of the students who participated in this study were between the age of 18-20.

When the nationalities of the students who participated in the study were examined, it was determined that 60% (21) of them were international students, and 40% (14) of them were Turkish students. It is observed that the students participating in the study are mostly international students.

Data Collection Tools

In this study, a semi-structured interview form was utilized to determine the students' opinions on the utilization of the Uzebim platform in learning a second language. The semi-structured interview, as per Türnüklü (2000), is the formulation of questions that are relevant to the author's subject and connect with the research questions in some way. However, the investigator is given the ability to ask more questions of clarifying, acquiring details, or offering clarity based on the answers given throughout the interview process. The interview form was made up of 2 sections. Section A; with three demographic questions to determine the characteristics of the participants. Section B; five open-ended questions make up the semi-structured opinion form on which this study is based. Participants are requested to provide concise and specific responses to some questions, and they are expected to explain why the questions were answered in that way. The researcher arrived at the draft opinion form by polling scholars in the fields of education management, evaluation and assessment, and language at various universities in Northern Cyprus.

Data Collection

The interview form was already completed and the appropriate permissions were given. During the face-to-face interviews with the students, the researcher filled out the interview form. Interviews with each individual took an average of 20 minutes. It took four weeks to acquire the data.

The face-to-face interview technique was utilized to administer the interview form, which was employed as a data collection tool in the first semester of the 2021-2022 school year. Volunteering was used to respond to the questions. Before the model was used, the necessary approvals were secured. While interviewing the participants, audio recordings were made, and the participants were told that their names would not be utilized.

Data Analysis

A descriptive-analytic procedure was used to analyze the data collected from the respondents. Throughout this inquiry, similar phrases were coded to derive meaning from the comments. Descriptive analysis was used to make sense of the material provided by the students. The purpose of this work was to gather information on the lived experiences of students from one Private University English Prep School in the TRNC who were obliged to change their learning style because of the Covid-19 outbreak. The descriptive analysis technique can be

used to collect objectives, useful data, and a large amount of sensory data. It acts as a changeable supply of information in enterprises, research settings, colleges, administrations, and other institutions (Kemp et all., 2018). Analyzes are tabulated and presented. The direct sixes supporting the data in the tables are presented as follows:

(Ex 1.) Student 1= (S1); Teacher 1= (T1)

In the analysis of the findings, Miles Huberman's (1994) formula was used to ensure reliability. Reliability was calculated using the reliability formula. Accordingly, the resulting value was 90%.

Findings

In this part of the study, frequency and percentage values of themes are given for answers to open-ended questions.

Table 2.
The Views about Using Uzebim in Second Language Learning

Theme	f	%
Accelerates learning	12	30
Facilitates remembering	10	25
Provides communication	10	25
Develops students' technological skills	8	20
Total	40	100

When Table 2 is examined, 30% (12) of the answers to the first open-ended question emphasized that Uzebim accelerated their learning in foreign language learning. In addition, they believe that Uzebim is useful in foreign language learning as 25% (10) facilitates remembering, 25% (10) provides communication and 20% (8) develops students' technological skills.

"Using Uzebim in and outside the classroom helps us to practice the language very often. By this way our language learning was accelerated"(S3).

"Through Uzebim I can communicate and collaborate with my classmates. We learn how to work as a team and use Uzebim to submit our assignments" (S32).

Table 3.
The Success of Using Uzebim in Second Language Teaching Skills

Theme	f	%
Easy to access anytime anywhere	16	33.3
Motivates the learners	15	31.3
Can be used on all appliances	10	20.8
Makes learning enjoyable	7	14.6
Total	48	100

According to table 3, most of the participants stated that%33,3 (16) it is easy to access anytime anywhere, and some of the %31,3 (15) claim that it motivates the learners.

"Using Uzebim in my class gives the opportunity to me to access the system whenever and wherever I want. We have unlimited time to practice the language" (S19).

"I think, it is enjoyable to use Uzebim because I can communicate with my friend and socialize while learning the language" (S11).

Table 4.
The Second Language Content Provided by Using Uzebim Is Designed to Facilitate Individual Work and Improve Work Skills

Theme	f	%
Increase success	16	24.2
Enjoy learning	15	22.6
Put great efforts to learn	11	16.7
Have the willingness to improve their Eng.	10	15.2
More active in the learning	9	13.6
Are good at improving their learning	5	7.7
Total	66	100

In table 4, the information about the second language content provided by using Uzebim which is designed to facilitate individual work and improve work skills is given. As can be seen in the table, a maximum of 24.2% increase in success is indicated. Enjoy learning with 22.6% is in second place among the specified themes. The theme of being good at improving their learning is indicated as %7.7.

"After Uzebim was integrated in our learning and teaching environment, our motivation was increased. Having high motivation, brings us success in learning English" (S10).

"We express our opinions more confidently, so we are more active in second language learning"(S35).

Table 5.
The Success of Using Uzebim in Traditional Education in Second Language Teaching

Theme	f	%
Increasing motivation	25	37,3
Learning happens in different places	16	23,9
Developing sense of self-awareness	10	14,9
Total	67	100

Table 5 contains the success of using Uzebim in traditional education in second language teaching. The students who participated in the study indicated that 37.3% had an impact on increasing motivation.

"Integrating Uzebim makes our traditional education more successful because through Uzebim we started participating in the learning process. Our friends support our learning process" (S32).

"Students learning is not limited with the classroom. Everywhere is their classroom without any time limit. They can learn wherever and whenever they want" (S42).

Table 6.
The Role of Students and Teachers in Uzebim

Learners			Teachers		
Theme	f	%	Theme	f	%
Communicate with teachers	20	27	Find out what students need to add	22	25.6
Ask questions about lessons	18	24.3	Increase their workload	20	23.3
Get help from teachers	15	20.3	Stay connected with students 24 hours	17	19.7
Interact with other students	11	14.9	Support student collaboration	15	17.4
Get feedback	10	13.5	Give feedback	12	14,0
Total	74	100	Total	86	100

Table 6 explains the role of students and teachers in Uzebim. The learners who participated in the study indicated that 27% can communicate with their teachers through Uzebim. Within these themes, 13.5% reported their thoughts as they get feedback from their teachers. As can be seen in the table, 25.6% said that they can add to the teaching process what learners need through Uzebim. The participants stated that14 % it is easy to give feedback to their learners through Uzebim.

"I am able to reach my teacher through Uzebim whenever I want. Many times while I was doing my homework, I needed to ask a question. She directly sends me an email"(S11)

"Mrs. Yılmaz gave me writing feedback and user feedback on time through Uzebim"(S9)

"Although integrating Uzebim in the learning process increased my workload, I can add new materials according to student's needs" (T33)
"I can't believe in giving feedback through Uzebim is helpful for my students" (T28)

Discussion, Recommendation and Conclusion

We should not overlook the fact that the variety of institutions offering computer-assisted education is growing all around the world. This demonstrates how important technology has become in today's world. According to Rajesh (2015), students have a wide range of hands-on activities when utilizing technology gadgets, which encourages more effective learning. The potential benefits of social media platforms in the area of education include new interactions between instructors and learners, increased interaction among learners beyond

the classroom, easier cooperation in team projects, having to spend time with peers in a more productive learning atmosphere, communicating lesson notes and other online materials, and simplicity of use (Thongmak, 2013).

According to the findings of this study, it is impossible to make a final judgment about the usage of the Uzebim platform in foreign language learning based on the students' viewpoints, and instructors, parents, and administrations should be considered in order to get a more exact conclusion.

Notwithstanding, concluding from the viewpoint of students of the English Prep school of this university, it can be concluded that the use of Uzebim Moodle system in this University for the learning of English Language was favorable.

Because it is simple to use and free, it is recommended that all teachers should utilize this program while teaching English as a foreign language.

It can also be utilized to meet specific purposes, such as providing feedback or sharing content.

Because shared papers may be emailed to students personally, they're regarded to be helpful in piquing their interest in the class, hence it's recommended that students who are particularly vulnerable use this program.

The researchers finally recommended that is appropriate for this study to be carried out in the various departments of this university to generally have a conclusion on how this university moodle, Uzebim influences the learning process of the university in general.

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THE IMPACT OF TRAINING AND DEVELOPMENT ON TEACHERS' PERFORMANCE

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Abstract

The purpose of this study was to investigate the impact of training and development on teachers' performance. A qualitative approach was employed to explore this research thoroughly, employing semi-structured interview questions as the data collection tool. The participants of this study included two administrators, two principals, and 16 teachers, bringing the total number of participants to twenty, with the instructors predominantly from Nigerian secondary schools. These respondents were picked up randomly from the two schools that consented to participate in the study, a public and a private school. The participants' views were collected through Zoom, Google Meet, and a video call from WhatsApp. The data demonstrated specific benefits of regular teacher training. Moreover, it revealed how training and development had favorably benefited teachers' profession in the education sector. Finally, the respondents expressed their thoughts on how to increase teacher training and development to boost the quality of teaching.

Keywords: training and development, teachers, secondary school, performance

Introduction

Professional development, assisting them in meeting their future duties (Tafe Queensland, 2020). Development is described as the process of bringing about progressive change that allows individuals to realize their full human potential. Growth, advancement, good change, or the addition of physical, economic, environmental, social, and demographic components are all examples of development (*International Labour Organization*, 2020)

Somasundaram & Egan 2(004) explained that Human Resource Management had contributed significantly to the economic growth of most developed countries, including the United Kingdom, the United States of America, and so on. With its abundant natural resources and monetary assistance, a growing nation like Nigeria may achieve affluence if proper consideration is provided to the development and training of its human resources (Parry, 2019). Individuals engage in all elements and operations of an institution most especially in the educative sector. The same may be said of the Department of Education. Training transmits a specialized ability to do a certain task, whereas development focuses on the overall improvement and evolution of a person's ability and skills via conscious and unconscious learning (Dewantara, 2017). This will assist instructors in dealing with upcoming leaner issues.

The primary goal of training and development is to improve staff skills so that school organizations may optimize the efficacy and effectiveness of existing human resources (Tibaquirá, 2020). Teachers must gain and develop knowledge and skills in order to be

flexible and effective in the field, and they must see indicators of management's commitment to their training and career requirements in order to feel appreciated by their employer.

The level of teachers in Nigeria

The quality of the teacher is important. It is, in fact, the most influential school-related factor determining student performance(Lamas, 2016). Several studies have indicated a favorable influence of experience on teacher performance, with the "learning by doing" effect being particularly noticeable in the early years of teaching. According to research, the accuracy of a teacher's institution has a favorable influence on student success, especially at the secondary level (Blazar & Kraft, 2017). This might be due in part to the teacher's cognitive abilities.

Identifying the importance of the problem and implementing many interventions across several aspects to train existing teachers and recruit new highly qualified teachers will benefit education officials and administrators. According to the findings of Gyurko, J., MacCormack, P., Bless, M., & Jodl,(2016), they stated that investing in instructors can improve student success. To implement necessary policies related to the training and development of high-quality teachers, significant and focused expenditures on both teacher quality and education research must first be made (Bonney, Amoah, Micah, Ahiamenyo, & Lemaire, 2015).

Teachers' training

Teachers' training refers to policies and practices designed to provide teachers with the knowledge, attitudes, behaviors, and skills they need to do their jobs effectively. Teacher training is sometimes separated into three parts:

Initial teacher education (a pre services course completed before joining the classrooms as a full-time responsible instructor).

Induction (the process of giving training and assistance throughout the first few years of education or the first year of teacher development at a specific school).

The in-service training (this is an in-service process for practicing teachers (Klionsky et al., 2016) it is usually inform of coaching, trying to upgrades the teacher on the latest curriculum model.

Importance of the study

Various training's have now been provided to staff in the school institution in order to boost performance and reduce dissatisfaction of teachers. Staff gain new skills and demonstrate their dedication to the institution's success by actively participating in its accomplishment (International Atomic Energy Agency, 2016). Staff that are qualified and trained can manage the crisis in a well-organized approach. Vance (2006) accurately pointed out that many institutions, including education, are now recognizing, though reluctantly, the necessity to engage and develop the talent of personnel in order to generate a higher level of commitment in them. Therefore, since training of staff in an organization leads to the development and activeness of staff, looking at the impact of training and development on teachers' performance in schools becomes important.

Aim of the study

The primary goal of this research is to investigate how training and development improve teachers' performance in the educational sector. Other objectives are:

1. To examine the impact of training and development strategies on teachers' performance in schools.

2. To provide specific solutions to training and development activities in order to improve teachers' performance.

3. To analyze the impact of training on aiding teachers to improve their performance.

Problem statement

Organizations that do not give training to their staff are no longer competitive in today's economy. It usually occurs because the staff of such institutions are unable to improve their production. In other words, training assists staff in adapting to potential opportunities and prepares them to confront technological advancements and competitiveness (United Nation, 2021). Training plays an essential role in staff retention via performance and satisfaction, and so aids in the preservation and attainment of organizational goals by merging the interests of the institution and the personnel (Köprülü & Öznacar, 2017). Employee capacities may be conquered and enhanced via training, which adds to the institution productivity. Instructors working in the education industry are in the same boat.

Schools that fail to provide necessary training to their teachers can expect average or poor performance from their teachers' activities in the classroom, the school environment, and the society at large (Mupa & Isaac., 2015). It was for this reason that the researcher decided to carry out this research in order to know if there was an impact of training and development on teachers' performance.

Research questions

The researcher presented the following research question in order to approach the study problem on:

1. How frequently do teachers undergo training in educational sectors?
2. How has training and development affected the teachers in their profession?
3. What recommendation would be given to the human resource department concerning training and development programs so as to boost the performance of teachers in the teaching professions?

Methodology

Research design

This study used a qualitative descriptive interview survey technique. In the qualitative research method, one of the most basic techniques used to obtain data at the social level is the interview (Aull Davies, 1999). This technique was found appropriate because the goal of this research was to ascertain the state of the situation as it actually occurred during the investigation. This interview technique was carried out in the internet environment.E-interviews do not require being in a common space where the researcher and participant meet face to face. It is based on communication via computer (Linabary & Hamel, 2017). It is a technique widely used in the Covid-19 process.

Data collection method and procedure

The study's sample included twenty participants, the bulk of whom were in senior secondary school. Two principals, two school administrators, and sixteen teachers were present. . The participants' views were collected through Zoom, Google Meet, and a video call from WhatsApp's. The participants take their time answering and sharing their thoughts on the

constructed interview questions at a time convenient for them. The meeting was documented using codes ranging from AB1 through AB20. The findings were based on a study of the recordings after all of the individuals had been surveyed. The demographic information of the participants is given in the table below.

Table 1.
Demographic Characteristics of Participants

Variables	f	%
Gender		
Male	12	60.0
Female	8	40.0
Age		
20-29	8	40.0
30-39	6	30.0
40-49	4	20.0
50 Or Above	2	10.0
Educational Qualification		
Certificate	3	15.0
Diploma	6	30.0
Degree	8	40.0
Others	3	15.0
Department		
Administrator	2	10.0
Principal	2	10.0
Teacher	16	80.0
Total	20	100.0

As seen in Table 1, most of the participants were male (60.0%) followed by females (40.0%). The majority were between the ages of 20-29 years while the least were 50 years and above accounting for 10% of the population. Most of the participants had educational qualification up to degree level (40%). 10% of the population were administrators and the same number was obtained for principals while the highest participants (80.0%) were teachers.

Data collection tools

The study's main research question and the aims led to the construction of these open-ended interview questions. The questions consist of two sections, which include four demographics questions and five interview questions. Which were used to get the views of administrators, principals, and teachers on the impact of training and development on teachers' performance.

Validity and reliability

The investigator secured the respondents and their information throughout data gathering to guarantee the study's validity and reliability. No personally identifiable information, such as names or dates of birth, was requested. The researcher followed certain important procedures to ensure the validity of the research. The validity of a qualitative inquiry is determined by the dependability of data interpretation (Hayashi, Abib, & Hoppen, 2019).

Data analysis

The information was produced and evaluated using a descriptive research technique, which is among the qualitative data analysis methodologies. When implementing the detailed model, the remarks from the interviews were expressly employed. Respondents' replies to each

question in the interview were coded into similar themes (Schleicher, 2018). After a thorough translation of the replies, the authors agreed on the patterns that could be inferred from the replies.

Findings

Table 2.
Participants' Perspectives on The Types of Training That They Are Familiar With

Types of training	f	%
Initial training	8	40.0
Induction	6	30.0
In service training	6	30.0
Total	**20**	**100**

Table 2 shows the results of the analysis of the instructors' professional training as teachers. 40% of teachers confirmed that they received special training before beginning their profession, which is known as initial training, then 30% were given induction training, while 30% maintain that they were not given training until they began their duties as a teacher, which means they were only given in-service training after a few months of service.

"You must have been coached for at least 2-3 weeks before you are authorized to teach as a staff member at my school."

"Anyway, after you've been hired as a teacher, you should get started as quickly as feasible. When it came time for regular staff training, the new employees participated in it as well. So, whether it's for the first training or for in-service training, all employees must be present."

Table 3.
Participants' Opinions on How Frequently They Are Trained

Training activity	f	%
Every term	6	30.0
Every new session	9	45.0
Once in a while	5	25.0
Total	**20**	**100**

Table 3 demonstrates that 45% of the participants claimed that training was done at the start of each new section, which is normally done by the HRD department. Then 30% did theirs every term, while 25% did theirs once in a while, especially when the learned approach became obsessed.

"Training is usually organized for us instructors by the department of HRD for each new section, and it is always nice at the end since I always learn something new."

"Training occurs on occasion, particularly when it is determined that we, the teachers, are not productive enough in our sector HR decides to develop some training that will help us grow and increase our productivity."

Table 4.
Participants' Opinions On the Impact of Training and Development On Teaching Profession

Possible impact	f	%
Positive	18	90.0
Negative	2	10.0
Not too sure	0	0.0
Total	**20**	**100**

Table 4 illustrates that training and development have a greater favorable influence on teaching than it does on other professions. 10% of the participant expressed their concerns with training and development since they believed in their natural ability to teach.

"Training help my teachers to perform excellently well in their activities. That is why I make sure training is carried out by the HRD to both new and old staff of my school 'an administrator".
"Yes, training helps me develop in my profession because it encourages me to learn new ways to teach my students in the classroom says a teacher."
"In any case, I don't see much difference in my opinion because training can be complex at times, and as a teacher, I may not be able to fully understand or gain much from it, but I am confident in my ability to teach"

Table 5.
Participants' Thoughts on How Effectively Their School's Training and Development Program Is Being Implemented

Assessment of program implemented	f	%
Best	12	60.0
Better	6	30.0
Good	2	10.0
Total	**20**	**100**

According to Table 5, 60% of participants assessed the training as best, followed by 30% who rated it as better and 10% who rated it as good.
"My school's training was excellent since the most up-to-date model of educating students was considered, tried, and trusted for the teacher's and the school's overall development 'a teacher'."
"Despite the fact that most training is repetitive, as a teacher, I obtained valuable experience."

Table 6.
Participant's Suggestion to the School's Human Resource Department Regarding Teacher Training and Development Programs in the School.

Possible suggestions	f	%
Positive	19	95.0
Negative	0	0
Not sure	1	5.0
Total	**20**	**100**

Table 6 analysis shows that both administrators, principals, and teachers had favorable remarks and recommendations for the HR department about teachers training in their school, with the exception of 5% participant who were unclear of the remark to make,
"Of course, I will encourage the HR department to continue the regular training program using the new style and model of instructing students since it not only develops teachers but also enhances school performance in the educational sector "a principal."
"You see, to be honest, I'm not sure what to say about the advice, but I do know that their training makes no difference a teacher."

Discussion, Recommendation and Conclusion

The objective of this study was to ascertain the impact of training and development on teachers' performance. The study enabled administrators, principals, and teachers to express their opinions on how training had influenced teacher performance; how it could be improved; the effectiveness of the training implemented; and the development it brought to both the teachers, schools, education sectors, and society at large. Three main research questions guided these investigations, and in order to get comprehensive answers to these questions, five semi-structured interview questions were developed. The above-mentioned conclusions were derived from the participants' answers to these interview questions, which will be discussed in this section. During this discussion, it's vital to note that school administrators and HRD are responsible for teachers' training. Their primary role is to ensure that teachers are properly trained and developed through appropriate training and development programs. Teachers' training refers to policies and procedures that provide teachers with the information, attitudes, behaviors, and skills they need to execute their profession well (Osamwonyi, 2016).

Some new staff are not taught to know the sort of approach the school uses to instruct their students before entering the classroom to instruct the students, according to the instructors. On the basis of this fact, appropriate training, such as initial staff training, induction and ongoing in-service training for veteran employees in the school, should be provided on a regular basis to boost teacher productivity.

They also discussed how often they received teachers training; some agreed that it is done every new session, some per term, while others stated it is done once in a while. On the basis of this letter, the HRD should guarantee that teachers receive sufficient training on a regular basis.

Appropriate training and development have a significant impact on instructors' ability to provide students with instructions. Teachers benefit from training because it allows them to gain new knowledge about what to teach, how to teach it, when to teach it, and which approach is the most effective. Teachers who receive frequent training are more effective in their careers, in the education sector, and in society at large   As a result, HRD departments in education should ensure that teachers training is rich in knowledge that will help teachers improve their teaching skills. The study result was supported by this researcher (Matter, 2008).

The type of instruction provided at each institution varies; some are better, others are best. It beneficial to understand that teacher training should not be taken lightly; it should have a significant impact on teachers' skills in all aspects of their career. Therefore, the HRD department should put forth tremendous effort in coaching teachers so as to bring out the best in them. Teachers' training should be innovative in order to pass on new skills to them.

In conclusion, the participants made several recommendations to the HRD, all of which were positive, with the exception of a participant who was unsure of the advice to give to the department. This indicates that the teachers are comfortable with the type of training, its effectiveness, and the personal development they have seen in themselves as a result of the training. The researcher took note of this while evaluating the opinions of the participants.

Recommendations

The researcher recommends the following resources for a better understanding of this research theme:

       1) Comparable studies should be conducted in other countries to better understand the impact of teachers training and development on teachers' performance.

       2) If the study is repeated in Nigeria, a larger number of respondents and schools should be enlisted in order to justify the study's theme.

       3) Quantitative research methodologies should be used to verify or highlight the same findings.

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THE EXAMINATION OF POVERTY EFFECT ON STUDENT PERFORMANCE IN LOW-INCOME COUNTRIES

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Abstract

Education is generally understood to have a crucial part in decreasing poverty and is allied with improvement results such as enhancing productivity. There's broad recognition that it is central to breaking through the generational connection of poverty. Academic achievement can be anticipated by socio-economic status. This study argues that the procedures by which education affects poverty are inadequately agreed upon, especially concerning intergenerational poverty connections. This research will be conducted to examine the effects of the low-economic status of parents as a factor in the academic output of school-going children in low-income countries. A qualitative research methodology has been used, and an open-ended questionnaire was distributed for the collection of data. Participants of the study, teachers, guidance and administrators were selected randomly in the four countries Sierra Leone, Liberia, Somalia, and Afghanistan. The result of the study students raised in low-income countries is more likely to experience cognitive lacks due to substantial changes in their physiological behavior in areas related to memory and emotion. Low income makes it difficult for parents to buy educational tools and books to help their academic achievement for their children, thereby triggering the children to have a lesser vocabulary and a more focused speech. Developmental delays are dominant for students raised in low-income countries as opposed to those raised in affluent homes. Low performance of students when asked to show their knowledge, behavioral problems in the classroom, concentration problems, low academic achievement, and emotional problems are also viewed more frequently in those students who have been raised in a lower socio-economic home.

Keywords: poverty, low-income, inadequate, education, student performance.

Introduction

Poverty is a condition that limits a person or family's chances of meeting their basic needs or fundamental right to attain education, and at the same time, educational fulfillment is one of the best methods for avoiding poverty (Tickly and Barrett, 2011). Poverty is a stubborn emergency throughout the world and has harmful impacts on almost all qualities of family life and outcomes for children's academic performance. Academic accomplishment has been mainly associated with many issues. Most students are confronted daily with issues of coping with academics under significant emotional strains caused by a long walk to school in a low-income school environment and being tutored by unmotivated teachers. Combine with this, is the difficult-to-learn mindset of parents who more often struggle to provide for the needs of the family. These would not augur well for educational success stories.

This paper examines the mechanisms through which poverty affects education development and students' academic performance (Godah et. al., 2021). According to Casanova et.al., (2005), it is a sequence of these environmental concerns as well as the family impact that causes a student to perform successfully. If a student has not eaten for days and has clothes that don't fit, however, the student would not be able to keep focus in the classroom. Children coming from low-income families who are not given the same tools as the wealthy; are entering schools already behind those not living in similar circumstances (Li-Grining, 2007).

The absence of these educational resources by parents and the choice for students to attend low-income schools most times hinders learning. Irrespective of the financial reasons, good teachers frequently prefer to teach in richer schools. The right resource mixture may also be significant. Without good textbooks or classroom supplies, more teachers cannot inevitably improve the situation of learning. There appears to be a limit to what schools alone can do to overcome the effects of poverty on education. Poverty has various components and does not simply entail low levels of income or expenses. The research extends our understanding of poverty by defining it as a condition that results in a lack of independence to choose to arise from an absence of what is referred to as the ability to operate effectively in society. This multi-dimensional explanation moves far beyond the notion of poverty as being exclusively linked to a lack of financial resources. For example, Sen's view would suggest that inadequate education could be deemed as a form of poverty in many societies (Pillay, 2021).

When thinking about poverty's connections with a lack of adequate financial resources it is helpful to consider the two distinct elements of absolute and relative poverty. Absolute poverty is the absence of financial resources needed to provide a certain minimum condition of living. For example, an absolute poverty line can be set, based on conditions such as the financial resources needed for the most basic requirements, or the take-home pay level needed to pay for basic food needs (Fields, 2000). Such poverty marks need to be modified for inflation if they are to be used at various time points. A poverty line normally used by the World Bank for making international comparisons is US$1 per individual per day, or sometimes US$2 per person per day. This kind of absolute poverty line offers a fixed benchmark against which to measure change. For example, to see whether a country is making any progress in decreasing poverty, or to assess several countries or several regions.

Problem Statement

The problems of poverty in education on students' and find out how it affects their performance in low-income countries. This as a major issue has shifted the educational performance and outcome of students living in low-income countries.

Importance of the Research

This research aims to examine how the effect and problem of poverty in education affect students' performance in low-income countries. This research will give rise to further research in uncovering additional challenges and recommend ways to mitigate the issues of poverty on student performance in low-income countries.

Methodology

Research Design

This study was carried out as phenomenology research, one of the qualitative research methods. Focusing on the facts that we do not have a detailed understanding of and examining them in depth; is a method that reveals experiences, perceptions, and orientations and in this method, while reaching the cases, the interview process that can express the facts is applied. (Yıldırım & Şimşek, 2006). The study consists of an open-ended interview study designed. A very common and useful research method in various qualitative research methodologies has been the open and deep interview, carried out in a dialogical manner (Åkerlind, 2005).

Scope of the Study

The participant of this study are teachers, parents, and guards against both private and public schools in West Africa and Asia listed in the World Bank report of 2022 as the poorest countries in the world. The world's poorest countries are classified as low-income economies in the four-tiered World Bank ranking system. This ranking is based on each country's gross national income (GNI) per capita, which is a measure of the country's total income divided by its population.

A sample random sampling was used to select Liberia, Sierra Leone, Somalia, and Afghanistan out of the world's poorest countries in 2022. For each of the four countries selected, random sampling was further used to select from each. From each of the participants selected.

The space of this study contains public and private school teachers from randomly selected countries throughout the second semester of the academic school year 2021-2022. The research comprises 15 teachers and 6 administrators as a sample. The participants who entered this research will be volunteers. The participants' demographic variables are given below:

Table 1.
Participants Demographic Variables

		Guidance		Parents		Teachers	
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Gender	Female	15	71	2	100	7	64	3	37.5
	Male	6	29	0	0	4	36	5	62.5
Title	HSG	8	38	2	100	2	18	0	0
	Certificate	2	10	0	0	1	9	0	0
	B.Sc. Degree	7	33	0	0	6	55	7	87.5
	M.Sc. Degree	4	19	0	0	2	18	1	12.5
Age	20-29	9	43	1	5	2	18	2	9.5
	30-39	11	52	10	48	7	64	11	52
	40-49	1	5	4	19	2	18	6	29
	50-59	0	0	3	14	0	0	2	9.5
	60 Above	0	0	3	14	0	0	0	0

National	Sierra Leonean	6	29	2	33	3	50	1	17
	Liberian	4	19	0	0	3	75	1	25
	Somalian	7	33	0	0	4	57	3	43
	Afghans	4	19	0	0	4	100	0	0

The participants' demographic variables illustrate that most of the participants who participated in this research are females, 11 (64%) of the participants are teachers, 7 (53.8) of the participants' educational levels is bachelor's degrees (B.Sc.), 7 (53.8%) of the participants were between the ages of 31-35 (53.8%), and 9 (69.3%) of the participants are from Liberia, West Africa.

Data Collection

The research conducted interviews through various tools, Google Meet, WhatsApp conversation, and Facebook messenger which took approximately about 30 minutes to complete. That helped gather the demographic variables of the participants who joined the research.

Data Collection Process

The researcher used an open-ended question to collect the literature review of the study. The interview was validated after receiving views from an educational specialist in the department of education. The data were gathered between the dates 15th -26th of May 2022. The participant's view on the possibility and benefits of education as a means of poverty reduction was collected through WhatsApp calls and Google Meet.

Researchers Role

The researcher intends to provide to the educational development and the effects of poverty on student's performance in schools and that others might use this work as a source for further research to improve the educational profession and sector now and in the future.

Validity and Reliability

Following some changes during the research, files were submitted to the department of educational sciences for authorization on this research which was completed after confirming the research authenticity.

Findings

The results obtained about each of the questions that are expected to be answered regarding the study goals created by the main purpose of the research are included. The participants were asked to answer all questions and share their opinions and suggestions.

Table 2.
The Participant's View on How Poverty Has Affected Students' Educational Performance in Low-Income Countries

How poverty has affected students' performance in low-income countries	*f*	*%*
Lower academic achievements	11	21
Create lower self-esteem among peers	3	6

	f	%
Damage their chances of proper education	15	29
Limits their ability to reach their full potential	13	25
Reduces students' ability to concentrate in class.	10	19
Total	**52**	**100**

The table above presents the participant's views on how poverty has affected students' educational performance in low-income countries. 29% of the participants said, poverty damage students' chances of proper education, 25% said poverty limits their ability to reach their full potential to perform, 21% said poverty lower students' academic achievements, 19 percent said it reduces students' ability to concentrate in class and 6% said poverty creates lower self-esteem among their peer students.

"*Poverty serves as a wall that blocks students from achieving their goals, concentrating, limits his or her potential to do their best, lowers their self-esteem and keeps them from participating or showing their talents*" (P:9).

Table 3.
Participants' Perception of What Challenges Low-Income Students Face That Affect Their Academic Performance in School

Challenges faced by low-income students that affect their performance	*f*	*%*
Difficult to afford school supplies	8	22
Participating in extracurricular activities seems impossible	5	14
Eating every day might be a struggle	10	28
Bullying by peers	7	19
Insufficient sleeping time	6	17
Total	**36**	**100**

The table seen above presents the participant's perception of what challenges low-income students faced that affect their academic performance in school. 28% agreed that low income makes eating every day a struggle, 22% said it is difficult to afford school supplies with low income, 19% said they are bullied by peers because of low income, 17% said that low income creates insufficient sleeping time and 14% said low-income excludes them from participation in extra-curricular activities.

"*There are many challenges faced by low-income students which include but are not limited to struggle to eat every day, bullying by peers, exclusion from extra-curricular activities, no access to school supplies, and many more. To enhance learners' academic performance, learners need some of the basic needs to be met if not all*" (P:1).

Table 4.
Participants' Opinion on How Corruption is a Problem in Student Performance in Low-Income Countries

Undermines educational development	*f*	*%*
Increases poverty and inequality	15	27
Failed infrastructure development	15	27

Impunity and partial justice system	9	16
Rigged education and the economic system	17	30
Total	**56**	**100**

The table above demonstrates the participant's opinions on how corruption is a problem in students' performance in low-income countries. 30% agreed that corruption rigged education and the economic system that should benefit all, 27% said corruption increases poverty, inequality, and failed infrastructure development and 16% said corruption hinders impunity and a partial justice system.

"*Corruption is the giant problem if not the worst problem in low-income countries which affects student academic performance in every form or manner. Corruption undermines education development, increases poverty and inequality, rigged education, and economic systems for prosperity in all directions*" (P:6).

Table 5.
Contributors' Perception of the Best Ways to Help Improve Students' Academic Performance in Low-Income Countries

The best ways to help improve student academic performance in low-income countries.	*f*	*%*
Reduce the cost of education	15	28
Active school feeding programs for all	9	17
Improve resources and teachers	11	20
Eliminate corruption in education	10	18
Parents involvement	9	17
Total	**54**	**100**

The table seen above presents the perception of participants on the best ways to help improve students' academic performance in low-income countries. 28% said the reduction in the cost of education, 20% said improve resources and teachers, 18% said eliminating corruption in the education system and 17% said parents' involvement is key as the establishment of active school feeding programs in schools.

"*Here are some ways to help improve students' academic performance in a low-income country: a. Reduce the cost of education, b. Create an active school feeding programs for all students, c. By eliminating corruption in education, d. Getting parents and community involvement in the process. This will improve the school environment and improve students' academic performance*" (P:1).

Table 6
Participants' Opinion on How You Have Contributed To Improving Education in Low-Income Communities for Student Performance

Contribution to improve education in low-income communities for student performance.	*f*	*%*
Raised the standards of teachers	14	35
Advocate for salary improvement	9	22.5
Encourage school-based management system	10	25

	7	17.5
Make funding schools a priority in my advocacy.		
Total	**40**	**100**

The table above shows the views of contributors on them have contributed to improving education in low-income communities for students' performance. 35% of the contributors said, that they raised the standard of teachers, 25% said to encourage the implementation of school-based management systems, 22.5% said they advocated for salary improvement and 17.5 said to make funding schools a priority in their advocacy.

"*In my opinion making school funding a priority and rising the standard of teachers by promoting school-based management systems which allow the community, parents, and other qualified individuals to take ownership of the school management in improving the school and enhancing student academic performance in low-income countries*" (P:4-P:6).

Table 7.
Participants' View on How Teacher Development Improves Teaching Techniques and Students' Performance in Low-Income Countries

Teachers' development in improving teaching techniques and students' performances.	*f*	*%*
Improves teachers' ability to align instructions to learners' standards.	13	32
Improves teacher's assessments	14	34
Create clear expectations for lessons	8	19.5
Improves innovation in learning for students		
	6	14.5
Total	**41**	**100**

The table above describes the perception of contributors on how teacher development improves teaching techniques and students' academic performance in low-income countries. 34% of the participants agreed that teachers' development improves teachers' assessments of students, 32% said it improves the teacher's ability to align instructions to learner's standard, 19.5% said teachers' development improves the creation of clear expectations for learners, and 14.5% said it improves innovation in learning for students.

"*In my view, teachers' development improves teaching and learners' academic performance by enhancing their ability to assess students properly, teach according to student's level, and be more innovative in their teaching approaches for a better outcome*" (P:2).

Table 8.
Contributors' Perception on Whether Poverty Has Affected Students' Academic Performances in Low-Income Countries

Student's academic performance in low-income countries.	*f*	*%*
Yes	22	100
No	0	0
Total	**22**	**100**

The table above presents the perception of whether poverty has affected students' academic performance in low-income countries. 100% of the participants agreed that poverty affects students' performance in low-income countries, and none disagreed that poverty affects students' performance.

Discussion, Recommendation and Conclusion

Discussion

The account for the poor academic accomplishment of a student from low-income countries or homes is that the parent has so many work and family tasks that need time, consideration, and money which they cannot meet with the importance of paying less attention to the education of their children (Pillay, 2022; Tonioli, 2022). Despite the supposed position of education, funding per student in less low-income countries is lower than that which is spent on richer students, teachers are less adequately trained, books are often out of date or in inadequate supply, facilities are few, and the taste of learning is under siege. This systemic failure of the schools is the reason poor people have low achievement, poor rates of graduation, and few who chase higher education. The electoral structure does not allow the benefit of the poor to be secure, and involvement is very low for this class (Ma and Bennett, 2021).

Low-income families are less concerned in political negotiations, their concern is weak in the political process, and they are excluded at many levels. Combined with cultural intolerance, poor people lack authority in the political system that they might use to organize economic advantages and justice. To a point, some parties of individuals are given social dishonor because of race, gender disability, religion, or other groupings, leading them to have restricted chances regardless of personal abilities. The above scene is typical of the Sierra Leonean, Somalia, Afghanistan, and Liberia conditions. The bulk of the people is lives at an abject poverty level. The political and social systems do not favor the poor who cannot satisfy the necessities of life as pointed out by this theory. The low-income families realize it is not easy to eat and the education of their children undergoes and hence the poor results at schools (Karim, et al., 2021).

Conclusion

The research paper established that poverty is an essential component accounting for differences in output and achievement across rural, suburban, and urban regions. Poverty is a reality today and will go on to be a major influence in our society. There will constantly be a split in society between those who can afford it and those who cannot. Students raised in low-income homes are indeed more apt to feel emotional and social challenges, concentration problems in their everyday life, and cognitive lags due to substantial changes in their life psychologically in areas related to memory and emotion. If we are truly devoted to closing the success gap between students raised in low-income homes and those raised in more affluent homes, we need to use the most present study, alter our classroom environments, empower students, teach social skills, embody respect, create inclusive classrooms, and recognize the signs of poverty. Our first and best approach for reducing the success gap due to poverty is to build strong connections between students and teachers (Engle, 2008).

As has been seen from the literature review that many issues impact the academic output of students. Schools are poorly financed and run by the government. The low income of parents is a major obstacle to academic achievement and the improvement of learners. Students' educational performance is projected by a string of socioeconomic issues inhabitant in parents, family links, and the government's contradictory nature of execution of its policies and financing of schools (Jordan et al., 2021). It is suggested that authorities should increase the provision of funds to offer more conveniences to enable learning in the schools and economic equality program should be embarked on to boost parents' income. Distinguishing which basic core talents students are missing and getting them the correct social help will help to enhance academic accomplishment. School teachers can make a change by making changes to their instructional procedures and being mindful of the risk factors. We can close the disparity through specialized instruction and providing students with a safe place to take risks in their education (Cedeño et al., 2016).

Recommendation

Poverty is a dangerous factor in students' performance in low-income countries and limits students' performance and it may continue to affect them if the issues of poverty are not addressed. Poverty occurs in many dimensions than just income. So, empowering low-income families through effective investment in early child development has the potential to improve students' performance and reduce inequalities perpetuated by poverty, poor nutrition, and restricted learning opportunities so that they can contribute to economic growth need investments in education, health, and in social safety that will enable them to make correct decisions to improve their lives and enhance students' performance at school.

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PREFERENCE AND USAGE OF SOCIAL MEDIA APPLICATIONS AMONG POLYTECHNIC STUDENTS IN OGUN STATE, NIGERIA

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Abstract

Many researchers have studied the preference and use of Social Media in Nigeria but this was most common among university students. Very few studies have attempted to do this among Polytechnic students. This study, therefore, examined the preference and usage of Social Media applications among Polytechnic students in Ogun State, Nigeria. A descriptive research design of the non-experimental type was adopted. A sample of three hundred (300) students was obtained using the multistage sampling method. 'Preference and Usage of Social Media Application Questionnaire, was the instrument of data collection. Analysis of data was done using Mean, S.D, and t-test. Findings showed that Polytechnic students' first choice Social Media applications are YouTube, Google+, Facebook, WhatsApp, Instagram, Yahoo messenger, Snapchat and Twitter. The majority of them use the applications mainly for assignment purposes, aside from using them regularly for other academic purposes. Finally, finding showed that there exists significant difference in Social Media preference among Polytechnic students based on gender. The potential of Social Media for academic uses should be harnessed by Polytechnic students and their lecturers.

Keywords: preference, usage, social media, polytechnic students, Nigeria.

Introduction

Advancement and improvement in modern communication have assisted humans in connecting for interaction in the social world, and recently, in academia. It is therefore not uncommon to see students and lecturers in higher education leveraging on the exciting opportunities that improved communication technologies have brought to their institutions. In part, this has led to huge investment in and uptake of online teaching and learning activities by many universities globally. This is a result of technology constantly changing the way people communicate, and interact, and has also led to the emergence of an open social platform for interaction in the form of Social Media (Tayo et al. 2019).

Regardless of the term used, Social Media, Social Media tools, community websites, e-communities, social network services, social software tools, and online communities, among others, all point to the same function and are synonymously used (Wickramanayake &

Jika, 2018). Social media has been described by many authors in different ways but all arrive at the same conclusion on the platform. For instance, Boateng and Amankwaa (2016) stated that, as an application and an online space, Social Media, allows users to communicate, and interact with each other. They stated further that Social Media affords individuals the opportunity to connect, communicate, share, establish and likely maintain connections with others for diverse reasons. Also, Ali, et al. (2016) posit that Social Media is the collection of various applications including WhatsApp, Facebook, LinkedIn, Twitter, and YouTube, among others, which allow people to connect to share information through social networking. In addition, Junco et al. (2010) stated that Social Media is a collection of services, practices, and Internet websites, which support community building, collaborations, participation and sharing of information among individuals. Social Media has also been conceptualized as to be web-based applications that allow individual users and organizations the opportunity of creating, engaging, and sharing new user-generated information, or existing content in a digitalized environment via multi-way communications (Davis III, et al. 2015).

Some of the most popular social media platforms include Instagram, Facebook, Google Plus, WhatsApp, MySpace, Twitter, and LinkedIn, among others. Social Media have been classified into community websites and blogs such as YouTube and Wikipedia, and networking sites, such as Twitter, Facebook, and LinkedIn (Swaminathan et al. 2013). Also, Kaplan and Haenlein (2010), classified Social Media into blogs, content communities, collaborative projects, social networking sites (SNS), virtual game worlds, and virtual social worlds. As stated by Eke et al. (2014), Social Media is included in various platforms including academic, business, social, sports, and political, religious, and romantic platforms. Sokoya et al. (2012) posit that Social Media keeps getting popular because it allows diverse users to connect in the online environment through the formation of groups, forums and communities in which information in diverse formats is shared without geographic barriers. It is worth stating that Social Media gives users the ground to interact in a two-way communication mode which allows users with online profiles to exchange views with others. For Social Media to be used, must be the availability of various electronic devices such as laptops, tablets, PDAs, i-pads, and several other Internet-based technologies. Hence, Social Media are described as technologies that facilitate social interactions among people; create opportunities for collaborations, while also enabling deliberations among people globally.

With regards to education, institutions and academics are continually exploring the exciting world of Social Media applications for collaborations and knowledge construction. Social Media continues to enjoy usage in institutions of higher learning as lecturers and their students can connect, and other scholars globally without any barrier (Tayo et al. 2019). Social Media, according to Boateng and Amankwaa (2016), has influenced stakeholders in education, especially lecturers and students who can interact seamlessly with each other to promote the construction and transfer of knowledge, and also improve teaching and learning activities. In order words, the use of Social Media platforms in higher institutions has positively impacted lecturers and students through the creation of academic platforms (McLoughlin & Lee, 2007). According to Ogedengbe and Quadri (2020), university students are now active users of Social Media platforms for academic reasons as well as for private reasons. Its embrace has been linked with its ability to transform and impact the routes of communication, mode of learning, the conduct of research and impact on educational activities in general. According to Swaminathan et al. (2013) and Hamade (2013), the use and continued popularity of Social Media in academia, especially among students, has increased rapidly over the years. In the same vein, it has become a vital source of information and other resources for them and the university community. This is likely a result of this generation of

students being referred to as 'digital natives, 'net students', 'millennials', and 'net savvy', among others, who are closer to, and heavily utilize electronic gadgets (Shittu et al. 2011; Hess & Shrum, 2011).

Students' adoption and use of Social Media have generated lots of interest in academia as observed in much literature (Ifinedo, 2016; Van Doorn & Eklund, 2013), and this is just as the largest use of Social Media technology has been observed among undergraduates globally. Ifinedo (2016) posits that many students are active users of Social Media daily. The majority of Nigerian undergraduates have access to and use Social Media applications as well. Social Media is not only now a common channel of communication between people of diverse backgrounds, but also a rapidly expanding avenue for knowledge construction and transfer among students and their lecturers (Nigerian Communications Commission, 2016; Lilley, Grodzinsky & Gumbus, 2012). Boateng and Amankwaa (2016) stated that students are on campus for academic reasons, and therefore, their academic life describes their activities which are about the work they do while in the Universities, Polytechnics and Colleges of Education, especially when such activities involve studying and reasoning. This shows that the use of Social media constitutes an increasingly vital context in the academic lives of students, and this is worth examining for the sake of effective utilization.

While students' engagement with, and use of Social Media in higher institution environments have been well-documented in many developed nations and some developing nations such as Nigeria, yet, very few studies have examined its preference and usage among Polytechnic students in Nigeria. In Nigeria, there is a paucity of studies in Polytechnics specifically bothering on students' preferred Social Media applications and their usage. Also, the observation that the use of Social Media is open generally to the global community calls for a need to carefully consider its preference and usage among students, especially Nigerian Polytechnic students to find out their preferences and usage pattern. While there exists a large knowledge pool in the present discussion, most of them have been carried out using university students with little being carried out among Polytechnic students. The need to appropriately document the Polytechnic students' preference and use of Social Media applications is needed for necessary policy formulations and implementation in Polytechnic education in Nigeria. Therefore, this research to explore polytechnic students' preference and use of Social Media with regards to examining their preferred Social Media applications for learning; determining the reasons why they prefer their choice Social Media applications for learning; examining how often they use their preferred Social Media applications for academic purposes; and, also find out if any significant difference exists in Social Media application preference among Polytechnic students based on gender.

The present study is hinged on the Technology Acceptance Model (TAM), which is intertwined with the Unified Theory of Acceptance and Use of Technology (UTAUT). Based on these models, it was reasoned that Perceived usefulness (PU), and Perceived ease of use (PEOU) are the major factors that could influence Polytechnic students' preference and use of Social Media for various activities. The two major determinants of students' acceptance of innovative technologies such as Social Media, according to TAM are PU, which is the degree to which students believe that using Social Media will enhance their academic activities, and PEOU, which is the degree to which students believe that they do not need to put in more efforts to the use of Social Media in their academic engagement. These two factors constitute key influencers of students' intentions to utilize technology. It should be noted that the dimension of usefulness can assist in increasing the rate at which students learn or embrace

any technology, the reason being that their academic engagements will be more effective, as perceived. In order words, students' perceived usefulness will influence their preference for and usage of Social Media (Ogedengbe & Quadri, 2020; Elkaseh, et al. 2016).

According to Venkatesh, et al. (2003), the feeling of satisfaction that students derive during the utilization of Social Media is likely to increase their levels of motivation. Also, Performance Expectancy (PE) in UTAUT, which is the degree to which students believe that using technology will afford them positive gains (Venkatesh et al. 2003), is key in students' uptake and use of Social Media. Given this, PE relates to whether students believe that the use of Social Media in their various academic activities will improve their academic outcomes. In the study of students' preference and use of Social Media applications, Social Influence (SI), which connotes the degree to which students perceive the importance of others believe that they should use technology (Venkatesh et al. 2003), is also another determinant relating to behaviour or intention to use (Ogedengbe & Quadri, 2020).

Literature Review

Because Social Media has become, and also plays prominent roles in global communication, and particularly on campus, Talaue, et al. (2018) reported that they assist students with access to, and dissemination of education-related information on and off-campus. Many students, therefore, use Social Media as a form of learning tool, just as many academic institutions now increasingly use the platforms, such as LinkedIn and Facebook to create connections with their current, and prospective students, and also for the delivery of educational content (Paul, et al. 2012). With regards to the importance of Social Media, many institutions now create and maintain online profiles and groups on Social Media sites including LinkedIn, Facebook, and others, on which faculty can express ideas, interact, and share resources (Tayo, 2019). Kim and Sin (2011) have reported that as Social Media becomes popular daily, especially among students, there is a need to examine the important roles they play as information sources. This is crucial because it's necessary to understand the type of Social Media used by students as information sources (Anyanwu, Ossai-Onah & Iroeze, 2013).

Onuoha et al. (2012) reported that Social Media has created a great avenue for undergraduate students to connect, regardless of time and space, just as the emergence of Twitter, MySpace, WhatsApp, Eskimi, YouTube, and Facebook, among others, has opened up a new world of social interactions (Levine, 2012). The preferred Social Media applications by students, as reported by Wickramanayake and Jika (2018), and based on the order of importance include Facebook, Twitter, YouTube, Google+, or Skype. Also, Fasae and Adegbilero-Iwari (2016) reported that the majority of students prefer Facebook, Google+, and Twitter. In addition, Facebook was reported as the most popular and preferred among students (Junco, 2012; Singh & Gill, 2015). Stanciu et al., (2012) also reported Facebook as being the most preferred application, while Hamade (2013) reported Twitter, followed by Facebook. In the reports of Ruleman (2012), the majority of students prefer Facebook, and Skype, while Stainbank and Gurr (2016) also reported Facebook and Twitter, as the most preferred and popular in that order (Wickramanayake et al. 2018).

According to Lenhart, et al. (2010), students constantly interact and use Social Media applications for diverse reasons. According to Junco (2012), students prefer to use Social Media for two reasons: because their friends/classmates are there and also as a result of no complexity in the usage of the apps, in this case, Facebook. Also, Ito et al. (2008), students prefer to use Social Media because their friends and family are also online; because it encourages genuine feedback among the students which is perceived as useful to their

academic activities, and because it encourages the formation of user communities which are enormous to them for faster sharing of information (Alkan & Bardakci, 2017; Curran & Lennon, 2011; Picard, 2009; Hagerty, 2009, Ito et al. (2008). Also, Ezeani and Igwesi (2012) reported that Social Media is used due to its important characteristics such as social networking, and also for its fascinating educative, participatory, flexible, and collaborative features. This is also as Lahiry et al. (2019) reported a higher percentage of students agreeing that their utilization of the social applications has positively improved their academic outcomes. In like manner, the use of the technology for academic reasons, according to Boahene, et al. (2019), is positively linked with the academic performance of students.

Moran, et al. (2011) reported that the use of social applications by students concerning academic purposes plays important role in their placement. Given this, many people are concerned with how students can improve their academic engagements based on this usage. Social Media platforms make it easier for students in tertiary institutions to communicate their course contents, work collaboratively, as well as encourage discussions among them. Various studies have reported that students often use Social Media for academic purposes due to its flexibility of time and place, as reported by Shen, et al. (2006), cited in Wiid, et al. (2014). Students also use the technology in education because it supports collaborative learning, and encourages individuals to engage in analytical thinking, just as it also improves communication and, writing skills (Mazman & Usluel, 2010). According to the reports of Fatokun (2019), the majority of undergraduates often use Social for educational activities, just as also reported that students commented that their daily utilization of Social Media did assist them in improving their learning outcomes. The average time spent by tertiary students on Facebook, according to Hong et al., (2014), was reported to be more than 4.5 hours daily. Compared with many other types of research carried out in the higher education sector, the time is higher. Also, Singh and Gill (2015) reported that a very high majority of students spent almost an hour on Social Media daily, while Hamade (2013) reported over sixty per cent of students accessed their preferred Social Media as many times as possible in a day.

Pempek, et al. (2009), in Tayo (2019), reported that the majority of students spend quality hours on Social Media daily, and this is common among younger ones, who spend time more than twice the average amount of time spent on school yearly (Rideout, 2012). Talaue, et al. (2018) also reported that the time students spent on Social Media harm their academic performance, just as Ghareb and Sharif (2015) reported that undergraduates often use Facebook on daily basis with an average time of one to three hour. According to Stanciu et al. (2012), sixty-seven per cent of students access Social Media sites between 1 and 5 times daily, while Neier and Zayer (2015) reported a higher percentage of over eighty per cent accessing Social Media daily. The study of Fasae and Adegbilero-Iwari (2016) also aligned in this direction as it also reported over two-thirds of its respondents use Social Media daily, while less than twenty per cent use it occasionally.

With regards to gender, Guimaraes (2014) and Hamade (2013) reported Facebook as the most popular, and preferred by the females, compared with the males, just as it was also reported that females use social applications more than the males (Stainbank & Gurr, 2016). Also, Hargittai (2007) reported gender as playing a significant role in the use of social applications. As reported earlier, women use social applications more than men (Ufuophu-Biri, 2020). Also, the findings of Joinson (2008) corroborate Hargittai, reporting females use social applications like Facebook, or MySpace more than males, but males are far more likely to use Linkedln than females. Madden and Zickuhr (2011) reported also that Social Media platforms are popular mainly among female students, just as Hampton, et.al. (2011) also

confirmed. Gender is a vital factor in the embrace of social applications among students, based on the reports of a higher percentage of females using social media (Mazman & Usluel, 2011). Also, Al-Sharqi and Hashim (2016), and Guimaraes (2014) reported a significant correlation between gender and Social Media usage, and studies corroborating this finding include those of Alnjadat et al. (2019), Alkaabi, et al. (2017), Gok (2015), and Abdelraheem (2013).

Method

The study adopted the descriptive survey design of the non-experimental type. The population comprised all students in three Ogun State-owned Polytechnics. The multistage sampling technique was used for sample selection, in which each Polytechnic selected was stratified into Schools, while each School was further stratified into Departments. In each case, four Schools were selected per Polytechnic and from each School, one Department was randomly selected. From each Department, 25 were randomly selected using the simple random sampling technique, making a total of 100 students per School. This was repeated in each Polytechnic to get a sample of three hundred (300) students.

A validated instrument titled 'Preference and Usage of Social Media Applications Questionnaire (PUSMAQ) (r = .79)" was used for data collection. The instrument was further validated by experts in instrument development in the Department of Educational Technology of a State University in Nigeria. The instrument requested the demographic data of the respondents and also contained items based on the research questions and hypothesis raised in the study. Part B was further divided into three sections. Section I contained items on students' preferred Social Media applications while section II contained items on reasons why students prefer their chosen Social Media applications. Sections III contained items on how often students use their preferred Social Media applications for academic activities. The options were based on a 4-points Likert Scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) and Regularly, Rarely and Never, respectively. The instrument was administered to the selected students on their various campuses of learning after seeking and obtaining their willingness and permission to participate in the study. Research questions 1 to 3 were answered using Mean and Standard Deviations while the sole hypothesis in the study was tested using a t-test at a 0.05 level of significance.

Findings

What are the most preferred Social Media applications for learning among Polytechnic students in Ogun State?

Table 1.
Showing results on the most preferred Social Media applications for learning among Polytechnic students in Ogun State

Preference	Media Apps/Sites	f %	Mean	SD
1st Choice	YouTube, Google+, Facebook, WhatsApp, Instagram, Yahoo messenger, SnapChat and Twitter.	98 (33.6)	3.02	2.644
2nd Choice	LinkedIn, BBM, Imo and Skype.	75 (25.7)	2.88	2.150
3rd Choice	Badoo, hi5, 2go, Nimbuzz and Ning.	64 (21.9)	3.42	2.970
4th Choice	Hangout, DailyMotion, Eskimi, Teachstreet, Window messenger.	41 (14.0)	3.07	2.504

5th Choice	Skoob, Tumbir, ebuddy, MSN live, Yamme and TalkBizNow.	14 (4.8)	3.14 2.070
		292 (100%)	

The results in Table 1 show that 98 (33.6%; $\overline{X}$ = 3.02) of the students prefer YouTube, Google+, Facebook, WhatsApp, Instagram, Yahoo messenger, Snapchat and Twitter as their first choice Social Media applications/sites for learning. As their second choice, 75 (21.98%; $\overline{X}$ = 2.88) prefer LinkedIn, BBM, Imo and Skype for learning. Also, as their third choice Social Media applications/sites for learning, 64 (21.9%; $\overline{X}$ = 3.42) of the students prefer Badoo, hi5, 2go, Nimbuzz and Ning. In addition to this, students totalling 41 (14.0%; $\overline{X}$ = 3.07) prefer Hangout, Daily Motion, Eskimi, TeachStreet and Window messenger as their fourth choice applications for learning, while 14 (4.8%; $\overline{X}$ = 3.14) prefer Skoob, Tumbir, eBuddy, MSN live, Yammer and TalkBizNow as their fifth choice Social Media applications/sites for learning. the result shows that YouTube, Google+, Facebook, WhatsApp, Instagram, Yahoo messenger, Snapchat and Twitter are the students' most preferred Social Media applications for learning.

What are the reasons Polytechnic students prefer to use Social Mediab applications in education?

Table 2.
Showing results on the reasons Polytechnic students prefer to use Social Media applications in education

Reasons for using Social Media Apps	f (%)	Mean	SD
Assignment purpose	102 (34.9)	3.69	1.254
For preparing notes	34 (11.6)	4.85	.359
For collaboration with other students	73 (25.0)	4.67	.473
For communication only	63 (21.6)	4.49	.504
Other reasons	20 (6.8)	4.60	.503
	292 (100%)		

The results in Table 2 show that 102 (34.9%) of the students use their preferred Social Media applications for assignment purposes, 34 (11.6%) use their preferred Social Media applications for preparing notes, while 73 (25.0%) use their preferred Social Media applications for collaborating with other students. Also, the results show that 63 (21.6%) use their preferred Social Media applications for communication only, while 20 (6.8%) use their preferred Social Media applications for other reasons. The result implies that the majority of the students (102; 34.9%) use their preferred social media applications for assignment purposes.

How often do Polytechnic students use their preferred Social Media applications for academic purposes?

Table 3.
Showing results on how often Polytechnic students use their preferred Social Media applications for academic purposes

Media Apps/Sites	Regularly f (%)	Rarely f (%)	Never f (%)
Twitter	292 (100%)	-	-

YouTube	292 (100%)	-	-
Google+	189 (64.7%)	103 (35.3%)	-
Facebook	292 (100%)	-	-
LinkedIn	231 (79.1%)	61 (20.9%)	-
BBM	202 (68.9%)	91 (31.1%)	-
Imo	145 (49.7%)	68 (23.3%)	79 (27.1%)
WhatsApp	292 (100%)	-	-
2go	-	101 (34.5%)	191 (65.4%)
hi5	-	292 (100%)	-
Hangout	-	292 (100%)	-
MSN live	-	112 (38.4%)	180 (61.6%)
Skype	245 (83.9%)	47 (16.1%)	-
Yahoo messenger	-	292 (100%)	-
Yamme	-	292 (100%)	-
Badoo	-	292 (100%)	-
Instagram	115 (39.4%)	177 (60.6%)	-
DailyMotion	91 (31.1%)	202 (68.9%)	-
Eskimi	-	292 (100%)	-
Teachstreet	-	292 (100%)	
Window messenger	94 (32.2%)	198 (67.8%)	-
Nimbuzz	91 (31.1%)	202 (68.9%)	-
SnapChat	-	292 (100%)	-
Ebuddy	-	292 (100%)	-
Tumbir	-	292 (100%)	-
TalkBizNow	-	292 (100%)	-
Skoob	-	292 (100%)	-
Ning	-	292 (100%)	-

The results in Table 3 show that all the participants, 292 (100%) regularly use Twitter, YouTube, Facebook and WhatsApp for academic purposes. The result also shows that 189 (64.7%) regularly use Google+ while 103 (35.3%) rarely use it; 231 (791%) regularly use LinkedIn while 61 (20.9%) rarely use it; 202 (68.9%) regularly use BBM while 91 (31.1%) rarely use it for academic purposes. In addition, 145 (49.7%) regularly use Imo, 68 (23.3%) rarely use it, while 79 (27.1%) never use it. In the case of 2go, 101 (34.5%) rarely use it while 191 (65.4%) never use it just as all the students, 292 (100%) rarely use hi5, Hangout, Snapchat, Ebuddy, Tumbir, TalkBizNow, Skoob, Ning, Yahoo messenger, Yammer, Badoo, Eskimi and TeachStreet for academic purposes. Furthermore, the result shows that 112 (38.4%) students rarely use MSN live while 180 (61.6%) never use it for academic purposes. Finally, the result shows that Skype is regularly used by students totalling 245 (83.9%) for academic purposes, while 47 (16.1%) rarely use it; 115 (39.4%) regularly use Instagram, while 177 (60.6%) rarely use it; 91 (31.1%) regularly use DailyMotion, while 202 (68.9%) rarely use it; 94 (32.2%) regularly use Windows Messenger, while 198 (67.8%) rarely use it; 91 (31.1%) regularly use Nimbuzz while 202 (68.9%) rarely use it. Based on the results, Twitter, YouTube, Google+, Facebook, LinkedIn, BBM, Imo, WhatsApp and Skype are the regularly used Social Media applications by Polytechnic students for various academic purposes.

There is no significant difference in Social Media applications preference among Polytechnic students based on gender.

Table 4.
Showing t-test analysis result on Social Media applications preference among Polytechnic students based on gender

Variable	N	Mean	STD	t-cal	t-tab	p-value	Remark
Male	165	4.28	1.103	39.718	1.9719	.000	Significant
Female	127	3.57	1.360				

As shown in Table 4, there is a significant difference in Social Media applications' preferences based on gender. This is evident in the result (t-cal = 39.718 > p = (.000) < 0.05) as shown in the Table. Also, there is a difference in the mean between male ($\overline{X}$ = 4.28) and female ($\overline{X}$ = 3.57) students, implying that Polytechnic students' preference for Social Media applications differs concerning gender.

Discussion, Conclusion and Recommendations

This study examined Polytechnic students' preference and use of social media applications in Ogun State, Nigeria. The study found that YouTube, Google+, Facebook, WhatsApp, Instagram, Yahoo messenger, Snapchat and Twitter are the most preferred social applications among Polytechnic students. According to Kim and Sin (2011), Social Media becomes popular daily, especially among students, and therefore, there is the need to examine the important roles they play as information sources, and this is crucial, as noted by Anyanwu, Ossai-Onah and Iroeze, (2013) because it's necessary to understand what the type of Social Media used by students as information sources. The preferred Social Media applications by students, as reported by Wickramanayake and Jika (2018), and based on the order of importance include Facebook, Twitter, YouTube, Google+, or Skype. Also, Fasae and Adegbilero-Iwari (2016) reported that the majority of students prefer Facebook, Google+, and Twitter. In addition, Facebook was reported as the most popular and preferred among students (Junco, 2012; Singh & Gill, 2015). Stanciu et al., (2012) also reported Facebook as being the most preferred application, while Hamade (2013) reported Twitter, followed by Facebook. In the reports of Ruleman (2012), the majority of students prefer Facebook, and Skype, while Stainbank and Gurr (2016) also reported Facebook and Twitter, as the most preferred and popular in that order (Wickramanayake et al. 2018). Onuoha et al. (2012) reported that Social Media has created a great avenue for undergraduate students to connect, regardless of time and space, just as the emergence of Twitter, MySpace, WhatsApp, Eskimi, YouTube, and Facebook, among others, has opened up a new world of social interactions (Levine, 2012).

Also, the study found that most Polytechnic students use their preferred Social Media applications for assignment purposes, for preparing notes, while some use their preferred Social Media applications for collaborating with other students. It was also reported that some use their preferred Social Media applications for communication only, while others reported using theirs for other reasons. The study by Moran, et al. (2011) reported that the use of social applications by students concerning academic purposes plays important role in their placement. Given this, many people are concerned with how students can improve their academic engagements based on this usage. Students also use the technology in education because it supports collaborative learning, and encourages individuals to engage in analytical thinking, just as it also improves communication and, writing skills (Mazman & Usluel, 2010). Social Media platforms make it easier for students in tertiary institutions to communicate their course contents, work collaboratively, as well as encourage discussions among them. Various studies have reported that students often use Social Media for academic

purposes due to its flexibility of time and place (Wiid, et al. 2014). According to the reports of Fatokun (2019), the majority of undergraduates often use Social for educational activities, just as also reported that students commented that their daily utilization of Social Media did assist them in improving their learning outcomes.

In addition, the study found that Twitter, YouTube, Facebook, LinkedIn, and WhatsApp are used regularly use for academic purposes; Google+, Hangout, Snapchat, Ebuddy, Tumbir, Talk Biz Now, Skoob, Ning, Yahoo messenger, Yammer, Badoo, Eskimi, and TeachStreet are rarely used for academic purposes. With regards to how often students use social media applications, it was reported that the average time spent by tertiary students on Facebook, according to Hong et al., (2014), was reported to be more than 4.5 hours daily. Compared with many other types of research carried out in the higher education sector, the time is higher. Also, Singh and Gill (2015) reported that a very high majority of students spent almost an hour on Social Media daily, while Hamade (2013) reported over sixty per cent of students accessed their preferred Social Media as many times as possible in a day. Pempek, et al. (2009), in Tayo (2019), reported that the majority of students spend quality hours on Social Media daily, and this is common among younger ones, who spend time more than twice the average amount of time spent on school yearly (Rideout, 2012). Talaue et al. (2018) also reported that the time students spent on Social Media harm their academic performance, just as Ghareb and Sharif (2015) reported that undergraduates often use Facebook on daily basis with an average time of one to three hour. In the reports of Stanciu et al. (2012), sixty-seven per cent of students access Social Media sites between 1 and 5 times daily, while Neier and Zayer (2015) reported a higher percentage of over eighty per cent accessing Social Media daily. The study of Fasae and Adegbilero-Iwari (2016) also aligned in this direction as it also reported over two-thirds of its respondents use Social Media daily, while less than twenty per cent use it occasionally.

Finally, the study reported a significant difference in Social Media applications preference based on gender. Gender is a vital factor in the embrace of social applications among students, based on the reports of a higher percentage of females using social media (Mazman & Usluel, 2011). Studies have also shown Facebook is the most popular, and preferred by the females, compared to the males, just as it was also reported that females use social applications more than the males (Stainbank & Gurr, 2016; Guimaraes, 2014; Hamade, 2013). Also, Hargittai (2007) reported gender as playing a significant role in the use of social applications. As reported earlier, women use social applications more than men (Ufuophu-Biri, 2020). Also, the findings of Joinson (2008) corroborate Hargittai, reporting females use social applications like Facebook, or MySpace more than males, but males are far more likely to use LinkedIn than females. Madden and Zickuhr (2011) reported also that Social Media platforms are popular mainly among female students, just as Hampton, et.al. (2011) also confirmed. Also, Al-Sharqi and Hashim (2016), and Guimaraes (2014) reported a significant correlation between gender and Social Media usage, and studies corroborating this finding include those of Alnjadat et al. (2019), Alkaabi, et al. (2017), Gok (2015), and Abdelraheem (2013).

The study has shown that preference and usage of Social Media applications among Polytechnic students in Ogun State differ by preference, usage reason, and gender. This goes to confirm that preference for Social Media among Polytechnic students is based on choice and that the individual choice is based on personal reasons. Findings also revealed that Polytechnic students differ based on Social Media preferences based on gender. Based on the findings, it was suggested that school authorities should devise means through which the academic potential of Social Media could be harnessed positively on Polytechnic campuses

for students' use since students cannot be separated from using one or more Social Media applications.

Also, it is recommended that stakeholders invest in developing Social Media applications that students can use while on campus to improve their academic potential. In addition, lecturers should endeavour to move along with Social Media trends since almost all students use them, and also because there are specific Social Media applications which can be used solely for academic purposes. By so doing, lecturers could be kept abreast of the latest developments in the Social Media arena and such information could be used to tailor their contents to the specific needs of their students. Finally, Educational Technologists in the country are advised to go into academic software developments for students' use. Such Apps could end up pushing the interests of students in the direction of their academic activities on campus instead of just surfing the Internet for social and entertainment reasons only.

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ASSESSMENT OF UNIVERSITY PREPAREDNESS FOR PHYSICAL ACADEMIC RESUMPTION IN THE ERA OF COVID-19 IN NIGERIA: A CASE STUDY OF AL HIKMAH UNIVERSITY ILORIN

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Abstract

The world is currently still grappling with a pandemic the magnitude of which exceeds that of Ebola, Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome combined. First detected in China's Hubei Province in late December 2019, novel coronavirus 2019 (COVID-19) has since spread to all the countries of the world and was declared a global pandemic on 11th March 2020 by the World Health Organization. The COVID-19 pandemic and the measures being put in place to prevent and contain it is impacting on individuals, families, and societies around the world and on every sector in an unprecedented manner. After a long period of shutdown, Nigerian Government now considers reopening of all schools nationwide. While state and private University had reopening in phases, Federal Universities in Nigeria are in process of formal opening of all the schools. There are uncertainties on the preparedness of the academic institution towards the pandemic. It is in keeping with the agitation in mind that several questions on the level of preparedness of academic institution for epidemic especially on the present pandemic have risen. This study seeks to access the mechanisms put in place to forestall large scale outbreak of COVID 19 in an academic institution to prevent uninterrupted academic activates. Therfore, The study was cross sectional explorative and descriptive analytical in design using qualitative methods of data collection was adopted. The study population were the institutional with students, staff and stallholders involved inn COVID 19 management. It was cross sectional study conducted among member of academic and nonacademic staff involved in institutional management for epidemic preparedness and control. Both quantitative and qualitative (key informant interview) method of data collection was adopted. The outcome of the study will benefit not only individual student and parents, but the   management of Universities and government at large in prevention of second wave of Covid-19 outbreak.

Keywords: Covid-19, epidemic preparedness, assessment of university, management, Nigeria.

Introduction

Covid-19 has no doubt, caught most institutions in Nigeria unawares. Although, it is expected that certain things must have been set aside in the country for emergencies such as this pandemic, especially in terms of fund, but most are not. This can also be confidently said about institutions in the country. In response to the COVID-19 pandemic which was unprecedented, schools (including institutions of higher education) in almost every nation closed down in the first few months of 2020. This involved both quick transitioning of classes into online teaching as well as closing hostels by sending students off-campus. The Nigerian Federal Ministry of Health confirmed the first case of COVID-19 in Lagos, Nigeria on 27th February, 2020 (Adegboye OA, Adekunle AI & Gayawan E,2020). As a result, on

the 19th March 2020, the Nigerian government decided to close all tertiary, secondary and primary schools in the country. This is aimed at reducing contact among students, family members, teachers, and school staff as an effective means of reducing disease transmission (Lawal, B. K., Haruna, A., Kurfi, F. S., & David, K. B. 2020). According to UNESCO, approximately 70% of the global student population has been affected, with closures of pre-school, primary, secondary, and higher education institutions (Lopman et al., 2020; Samuel, 2020).

On 18th September 2020 the Federal Government-approved national universities commissions (NUC) directives for the safe reopening of universities during the pandemic was broadcasted (Adeiza, S. & Shuaibu, G et al, 2020). To secure the safety of students and staff, the Fedreal Ministry of Education in collaboration with the National Center for Disease Control, NCDC established general guidelines for schools' reopening (NCDC,2020). The guidelines delineated creation of a task force at each university; measures on self-management of health and quarantine; general hygiene measures (including wearing masks indoors); principles on ventilation and sanitization; regulations on school assemblies; a process for reporting suspected cases; and policies on school closing (NCDC,2020). Taiwan is one of the few countries where schools are functioning normally. To secure the safety of students and staff, the Ministry of Education in Taiwan established general guidelines for college campuses. The guidelines delineated creation of a task force at each university to prevent spread of the pandemic in school. It also announced that a class should be suspended if 1 student or staff member in it tested positive and that a school should be closed for 14 days if it had 2 or more confirmed cases. As of 18 June 2020, there have been jusy 7 confirmed cases in 6 Taiwanese universities since the start of the pandemic. Taiwan's experience suggests that, under certain circumstances, safely reopening colleges and universities this season may be feasible with a combination of safety strategies (Peng & Jimenez, 2021; Cheng, S. Y. et al., 2020).

In other to estimate the resources necessary to mitigate possible transmission on campus so as to consider full physical reopening of Universities, it is necessary to project the number of possible cases, needs for screening and testing, and boarding requirements for persons needing isolation and quarantine. To provide a framework to evaluate these questions, a key informant interview was conducted featuring important personalities in the University expected to keep the University safe. Therefore, the study was conducted to determine the level of preparedness of Nigeria Universities towards physical resumption during Covid-19 era, to assess the availability of Covid-19 preventive measures in place in Nigeria Universities towards physical resumption during Covid-19 era and to identify the appropriate policies and guideline put in place in Nigeria Universities towards safe physical resumption during Covid-19 era. In overall the study will provide answered to the following research questions

1. What is the level of preparedness of Nigeria Universities towards physical resumption during Covid-19 era?

2. What Covid-19 preventive measures are in place in Nigeria Universities towards safe physical resumption during Covid-19 era?

3. What appropriate policies and guidelines are put in place in Nigeria Universities towards safe physical resumption during Covid-19 era?

Methodology

Description of Study Area

The study was conducted in Kwara State Nigeria in an academic institution of Al Hikmah University Nigeria one of the first faith-based university approved by National University Commission of Nigeria.

Study Design

The research was designed with a mixed research approach. The design, one of the mixed research models, which allows the results obtained from different methods and designs to support each other, was used: (Creswell & Plano Clark, 2011). In this design, qualitative and quantitative data are collected at the same time. Generally, the results of the two methods are considered together in the interpretation phase (Creswell, 2009). The study was cross sectional explorative and descriptive analytical in design using qualitative methods of data collection was adopted. Qualitative descriptive studies are a type of naturalistic inquiry that provides a venue for the comprehensive summary of phenomena, such as COVVID 19 and academic resumption. Qualitative descriptive study allows for the descriptively valid report that is focused, accurate, and representative. A qualitative approach was adopted using in-depth interviews with key informants and group discussions with relevant stakeholders. Individuals are selected for interviews and discussions based on their experiences and involvement in COVD 19 either on development, training and supportive supervision of COVVIID 19 implementation guidelines and policy. And observation of COVID prevention sections

Study Population

Purposive sampling was used to identify key participants for the study. In the study locations, heads of various unit that made COVID 19 prevention and treatment are selected. The study population were the institutional with students, staff and stallholders involved inn COVID 19 management. Key members of the COVID 19 prevention, identified individual and cases of COOVID where available. Key policy makers at the educational sector.

Inclusion and Exclusion Criteria

Specifically, the respondents are the students, staff, key stallholders and frontline health workers (such as Nurses, Midwives, CHOs, CHEWs, JCHEWs) that are involved in implementation of COVID 19 interventions within the school premises. However, health care facilities and staff that are not directly involved in COVID 19 services provision were excluded from the study. In addition, cases patients that are positive are excluded.

Data Collection and Analysis

Key informant interview was done in a private University, Al Hikmah University Ilorin, Kwara State, Nigeria. Interview was done with members of the Covid-19 task force of the University to get the information needed following the policy guidelines put forward by the Federal Ministry of Education guided by the National Center for Disease Control, NCDC (Federal Ministry of Education, 2020) for schools' safe reopening during Covid-19 era. Each of the guideline serves as a checklist for the respondent to answer to. It is expected that each of the institution have all these checked Jimd done before they can be certified to be ready to physically resume fully to their academic activities. The report from the interview was collated and analyzed. All the data collected were collated, edited and analysis. The qualitative data from the group discussions and key informant interviews were transcribed, anonymized, and coded using content analysis framework as described by Miles, M. B. and

Huberman A. M. From the themes and sub themes, common emerging issues and concerns were identified and narratives were constructed. Transcripts were read and reread to identify emerging issues and themes by site-specific teams first, thereafter responses were analyzed across type of respondents (policymakers, managers.

Ethical considerations details were followed and complied with. The timing of the KII interviews or FGDs was such that there was no disruption in service delivery at any of the health facilities. The respondents did not receive any compensation for their participation in the study. The research was conducted in accordance to the following the ethical principles.

Limitations

The study covered only selected institutional the lockdown, limitation of movement and insecurity do not allow large scale study to other institutional.

Finding

Table 1.
Students Assessment Before Entering the School Premises

Conditions to be fulfil before resumption to School	Responses		Remark
	Yes	No	
Provision of a medical status form related to Covid-19 to students	√		
Students' parent signed medical consent form on resumption to school			NA
Completed medical status forms kept in confidential files by the school head/ management	√		
Presentation of students covid-19 test results on resumption before they are allowed in	√		
Availability of a well-marked triage point for screening identified in the school entrance	√		
Location of triage point			Gate
Activities at the triage point	√		
a. Temperature check	√		
b. Instruct to wear masks	√		
c. Performing of hand hygiene			

According to task force member consent form were not provided for parent to sign

Table 2.
COVID 19 Protocol Within the School Premises

Protocol within the School Premises	Responses		Remark
	Yes	No	
The minimum distance (meters) in sitting arrangement in classrooms			2 meters
Grade for the ventilation of the classrooms			Good
a. Good (at least 2 crossed windows per 10 square meters)			
b. Fair (1 window per 10 square meters)			
c. Poor (1 window per 20 square meter)			
Availability of COVID 19 prevention or task force committee	√		

Enforcing the use of facemask by the staff and students	√	
Categories exempted from wearing face masks		None
Specified short breaks from wearing face masks	√	
Corona virus specimen collection site identified and set aside within the school	√	
Sufficient access to runny water, soap and hand washing facilities	√	
Training for staff at the sick bay for covid-19 prevention protocol	√	
Roles of the school health services		Identified
Separate bins for general waste and used face masks at waste collection sites	√	
Availability of a holding/ sick bay/ temporary isolation center for suspected cases of covid-19	√	
Capacity of the Temporary Isolation center	√	
Response protocol/ referral form in place to transmit students that are ill or test positive to the nearest designated hospital facility.	√	

KII1 Existence of well-trained task force team facilitated operation and compliance to COVID 19 protocol. Provision was also made for 2-bed capacity in isolation center within the school premises.

Table 3.
School Premises COVID 19 Implementation of Activities

Checklist	Responses		Remark
	Yes	No	
Availability of a communication plan for confirmed cases	√		
Availability of Appropriate Communication plan to;			
a. Local Government Rapid COVID 19 Response Team?	√		
b. State Epidemiologists?	√		
c. Other health officials (specify)?	√		
Circumstance for close communication with the team, epidemiologist them and other health officials?			On need
a. Suspected case			
b. Confirmed case			
c. Technical support/advice			
d. Provision of PPEs			
e. Sample collection			
f. Professional training			
Training of members of the institution by the team on covid-19 prevention protocols	√		
Envisaging of challenges with the plans put in place	√		
Level of preparedness to resume school physically:			Fully ready
a. Fully ready (76%-100% fulfils all checklist)			
d. Fairly ready (50%-75% fulfils all checklist)			
e. Not ready (less than 50% fulfilment)			
Visitation by any of the State or Federal authorities to check level of preparedness and the assessment by the visiting authorities	√		

Well-articulated communication plan available at the local government for sample collection, while the state epidemiologists are called upon for drug provision. Other health facilities are contacted only when necessary. Even though the school is fully ready for resumption, thee is need to make enough funds available for sustainability of implementation of COVID 19 activities.

From the tables above it shows that majority of the points needed for the University to resume physically to school have been fulfilled, however the forms needed by both the students and parents are not provided yet. Also, there is no screening point in interim of Covid-19 laboratory test in the University, the State Public Health Laboratory which carries out PCR test for Corona virus is the only testing point available for the University. Facilities to maintain good personal hygiene to prevent the spread of the pandemic such as handwashing basins and automatic sanitizers are available in the University.

Table 4.

Summary of the result of the Key Informant Interview at Al Hikmah University, Ilorin, Nigeria.

Checklists	Fulfilled (%)	Not Fulfilled (%)	Total (%)
Variables	23 (79.31)	6 (20.69)	29 (100)

Table 4 summarizes the achievement and readiness of the University to resume school physically. 80.65% of the requirement has been fulfilled which connotes full readiness of the University to resume.

Discussion, Conclusion and recommendation

Discussion

Based on the analysis of the data above, it was seen that majority of the needed things have been put in place. This is as expected in academic institutions. However, one of the most important activity that is still lacking which is the provision of a testing center within the campus. A testing strategy whereby symptomatic students, staff and faculty are identified, administered viral testing, and isolated is effective at controlling transmission. We find that the success of this strategy relies on contact tracing and quarantining most contacts of infected individuals. Screening would have to be performed at least monthly to have much of an impact on the course of the outbreak on campus and increases the sample collection and assay requirements considerably. Recent COVID-19 testing pipeline include nucleic-acid and serological tests. The cost of COVID-19 rRT-PCR test in laboratories in the country ranges between ₦42,000 – ₦51,000 ($17,178,00 - $20,859,000) (GloEpid, 2020). This can be seen to be a limitation, especially with private Universities as most of their funding are internally generated without financial support from any other organized body. Although, scholars note that it is still unclear which children should be targeted for testing and treatment, considering some don't show symptoms of infection such as a fever and sore throat. In recent weeks, as schools have reopened in the United States, new COVID-19 cases have emerged. In Mississippi, 22 schools reported 34 cases of coronavirus among students and employees (German et al., 2020).

The tool used for the key informant interview was able to assess most of preparedness conditions and resources for this study, however, since the model was designed to serve all level of schools, some of the parameters do not really fit in for tertiary institution as there are no children in the Universities. Other academic institutions in Nigeria are also mandated to use this model, however, majority, especially the Government-owned, are yet to resume academic session physically due to some other administrative issues and not the fear of Covid 19 pandemic and limited researches are available from the other Universities. This case study will allow the University and other universities planning to resume physically to improve on

all possible strategies in making the environment safe for both staff and students. It will also stand as a form of tool to assess the readiness of any academic institution to determine their level of preparedness.

Conclusion and Recommendation

It can be concluded that there are clear cut requirements that are expected of every educational institution to meet for them to be able to resume physically back to school without exposing the staff and students of the institution to Corona virus. These measures taken by Al Hikmah University has given the institution some level of confidence to be able to prevent the spread within the campus except for few other things identified which could not be met, such as the testing laboratory, due to financial crisis. If the other measures can be adhered to and well monitored, it will go a long way in breaking the spread of the disease in the nation generally. The following are hereby recommended:

- Government should give full support to all the educational institution whether they are privately owned or government owned as everyone in the country is involved
- The school authorities should endeavor to provide a private testing center for their institutions by seeking support from the Federal or State government
- Institutions should ensure that rules and regulations put in place to break the chain of spread of the virus should be put in place by empowering the Covid-19 task force to enforce the rules on everyone on campus
- Schools opening should be done in phases for better control and for easy settling in
- There should be proper record keeping in the School Health Services unit and they must work hand in hand with the State government Covid-19 task force in ensuring all the effort put in place are effective by monitoring the indicators for the pandemic
- The whole world should not relent in effort to keep to the rules and regulations to prevent further spread of the pandemic and to see to the end of the pandemic.

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