COVID-19 PANDEMIC AND PERCEPTIONS ON ONLINE TEACHING AND LEARNING: A STUDY OF SELECTED SECONDARY SCHOOLS IN IJEBU ODE, OGUN STATE

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Introduction

The pandemic COVID-19 is one whose impact is unparalleled in history. Although advances in technology have helped in containment, the pandemic spread still poses a strong challenge. This has resulted in countries of the world gathering resources, both intellectual and financial, to combat a common enemy. In spite of this, there appears to be an increase in the spread globally with countries recording daily deaths and increases of up to a thousand and more. Reports indicate that the countries that were most affected by this pandemic are located in Europe and North America (World Health Organisation, 2020).

According to Shereen et al (2020), the first known occurrence of the virus began in December 2019 in Wuhan, the capital of the Hubei province of China. It began as a form of pneumonic cases in the province. The cases were reported to the World Health Organisation (WHO) country office and it was discovered to be a new strain of the SARS-Co virus of 2002. The name Covid-19 was given to the virus by the WHO on the 11th of February, 2020. It is an acronym which stands for Corona Virus Disease of 2019. The symptoms associated with the disease were common to that of the common cold, fever, cough, shortness of breath, loss of smell.

However, the complications are of a greater degree than the symptoms as it could lead to pneumonia, viral sepsis, acute respiratory distress syndrome, kidney failure, etc. The complications over time have been said to worsen based on the health status of the individual. (Sohrabi, 2020). Various studies have shown that

the half-life of the virus outside the human body is temperature and humidity dependent, hence, different regions can have different rates of spread. (Cortegiani, 2020) and (Luo, 2020).

It is obvious that the pandemic and its effects are evident in every country, thereby necessitating different nations to provide contextual solutions to manage the situation while awaiting a vaccine.

Research Questions

This study was guided by the following research questions:

1. What is the perception of music educators on the online teaching in Covid-19 lockdown?
2. What is the perception of music students towards online learning platform in Covid-19 lockdown?
3. What are the challenges and prospect of using online learning platform in Covid-19 lockdown?

Online Teaching and Learning of Music in Covid-19 Lockdown

It is important to first give an exposition on the subject "Online teaching and learning" to effectively peruse the discourse and in relating it to teaching and learning of music. Online teaching and learning refer to the education that takes place through the use of the internet. It is also referred to as e-learning. It is the learning that takes place across distance and not in a traditional classroom. Kharve and Gogia (2016) explains that online learning or e-learning is a process of learning by electronic means which involves the use of computer, mobile phone or other electronic devices and the use of the internet. This means that essentially, online teaching will require the use of Information communication technology to function. It is different from the physical class otherwise known as the face-to-face teaching where the teacher and the students appear physically for lessons.

The efficiency of the online teaching then depends on the availability of the Information communication technology appliances and their effectiveness. In a situation or in countries where the teaching has always been face-to-face, will require that many things be put in place and serious adaptation for the online teaching and learning. Teachers will require training to be able to effectively

deliver through online platforms especially that the online teaching becomes student centered learning.

The training for the online teaching will not also be with the exemption of the students so that both teachers and student can be conversant with the use or application of the online platform for learning. Besides the global pandemic that has called for the use of information communication in teaching and learning, it is yet imperative to note that e-learning is entering an exciting new phase, many teachers and schools are yet to experience the full force of its impact. There has been a discernible movement towards the use of the internet for accessing learning materials in more academic subjects to include music.

McKavanagh et al. 2002), asserts that there are good reasons to seriously consider online courses in music. These include:
  i.   Growing numbers of students are familiar with this form of learning.
  ii. The technology is increasingly becoming more reliable and conducive to musical instruction.
  iii. The availability of internet resources such as bulletin boards, newsgroups, chat rooms, streaming video and sound images, digital scores, musical instrument digital interface applications, CD-ROMs, all make for a very interesting collage of learning materials which have only recently become accessible to the average user.

In considering how the lockdown affects and informs of perceptions on the teaching and learning of music in Nigeria. Some studies revealed that not all students had access to online resources or musical instruments during lockdown may have resulted in social inequalities. Alison Daubney and Martin Fautley (2020) expressed a similar concern:

> *A possible worry for post-lockdown is that children and young people will have had very different experiences of musical activity and learning in lockdown. The more well-off may well have their own laptops and tablets, with unlimited Wi-Fi, and a room of their own in which to practice, or at least to escape to. The less well-off may well be sharing devices, or have no access at all, physical space is likely to be at a premium, and just keeping body and soul*

together may well have been the primary concern of them and their carriers (Daubney & Fautley, 2020, p. 111).

This has its own consequence on teaching and learning. In a situation where some students depend solely on the available musical instruments in their schools and do not have access to the instruments during the lockdown, such students will not be able to put into practical what teacher demonstrates in the class. The case can also be vis-a-vis because it is not unlikely that some teachers might not even have any musical instrument to use as instructional aid in the course of teaching or even laptop.

Computer Based Technology

Computer based technology are crucial tools that is mostly and widely integrated in the teaching and learning process, especially in the teaching of music. Computer technologies are commonly used by students. Teachers too have to use it in their teaching routine. But the question is how well versed are teachers in using this tool, are they confident to use it and what are the challenges they face in using this technology? Many researchers pointed out the ability of computers to support and enhance teaching and learning process in secondary education(Loveless & Dore, 2002).However, there are questions pertaining the effectiveness of computers as studies reveal that although the number of computer users is constantly increasing, few individuals still refuse to accept the value of computer technology Currently, most schools are equipped with computer labs and internet connection which are part of computer based technology.

Having these infrastructures in schools is a good start in a way. The tendency in teachers left behind in the IT environment could be reduced. However, there are fewer teachers who really use these facilities due to some reasons, i.e. skill, knowledge, motivation, attitude and practice.

Computer based Technology provides an outlet to provide for a more personalized learning environment; Demski (2012) explained that personalizing learning is not individualized learning in which students share the same learning goals but progress through the curriculum at their own pace. It is not a different instruction where students share learning goals but receive instruction tailored to their individual learning needs. According to Goodwin (2011), the involvement of technology in a classroom lessens behavior problems and disruptions in the

learning environment. Teachers said that with technology integrated into daily lessons, students act out less because using technology is one of their strengths, and they do not need to misbehave or get distracted in the classroom.

When students are allowed to choose how they represent what they learned makes their learning personal. When learning is personal to students, they are able to reflect deeply on their efforts and assess their own work and progress. Reflection is fundamental in developing skills and dispositions to continue their learning after a class ends (Richardson,2012). Teachers who have access to digital tools are able to spend more time each day on personalized learning and collaborative small-group instruction rather than traditional lectures (Demski, 2012).

Choice creates motivation and gives students power, resulting in students taking ownership of their learning. Besides, there is a scientific investigation project and a music-specific technology assessment of the degree of change caused by computer technology in all forms of musical production, behavior and views about music and music production (Enders,2000). Music education has a strong responsibility.

Computer-based practice allows individual students to practice in less stressful conditions if compared to group-based practice, as research suggests that students may feel less anxious about performing without a human audience (LeBlanc et al., 1997).Most existing programs related to Music Education have concentrated on activities such as teaching Music Notation or performing "aural tests" involving recognition and dictation of rhythm patterns, musical intervals, melody patterns, chord qualities and harmonic progressions (Hofstetter,1988).

Integration of Information and Communication Technology (ICT) in Education

The integration of Information communication technology in education involves the use of modern technological equipment and computer devices for the teaching and learning process. Anderson (2008) stated that technologies and internet offer students an alternative to traditional education in a classroom in a physical school building. This innovation has broken the traditional way of teaching and learning at

all levels of education. However, with the current innovation in teaching, it is difficult for instructional supervisor to have access to how teaching is being conducted in the school system. The process of instructional supervision has generally occurred in a face-to-face setting with teachers and administrators physically present in the same location (Glickmein, et al, 2001).

This traditional model of instructional is being threatened by online learning opportunities that are changing the delivery of instruction to a virtual environment (Anderson, 2004). Thus, since the use of ICT permits individual student to learn at their own convenient time (asynchronous learning), therefore the current innovation in education poses a challenge to instructional supervision in the school system.

Application of Information Communication Technology in Nigerian Secondary Schools

Technology have become key tools and had a revolution impact on how we see the world we live. The place of information communication technology in education and in the world, general cannot be undermined. According to Bandele (2006),ICT is a revolution that involves the use of computers, internet and other Tele-communication technology in every aspect of human endeavor.

The field of education has certainly been affected by penetrating influence of ICT worldwide. Aribisala (2006) posited that ICTs are increasingly playing an important role in organization and in society's ability to produce access, adopt and apply information. They are however being heralded as tools for the post-industrial age and the foundations for the knowledge economy due to their ability to transfer the acquisition of musical knowledge.

Stressing the importance of use of ICT in schools. Olorunsola (2007) posited that through ICT, education needs have been met; it changes the needs of education as well as the potential processes. Messages or information (lesson content, videos and pictures) can be communicated through flash share, Bluetooth, WhatsApp and other means. ICT is an indispensable part of educational administration as its application makes institutions more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' pedagogical activities.

Teaching and learning have gone beyond the teacher standing in front of the students and disseminating information to them without the students' active and adequate participation (Ajayi,2008). With the aid of ICT, the teacher can take the students beyond the traditional limits, ensure their active participation in the teaching and learning process and create vital environments to experiments and exploration. This new development is strong indication that the era of teachers without ICT are gone. Any classroom teacher with adequate and professional knowledge of ICT will have his students respond better in classroom learning.

Table 1. Demographics of Respondents (Teachers)

Demographics	Description	Frequency	Percentage
Gender	Male	32	53%
	Female	28	47%
Age Group	21- 30	12	20%
	31- 40	25	41%
	41- 50	13	21.6%
	51 and above	10	16.6%
Academic Qualification	ABRSM, MUSON	7	11.6%
	OND/HND	14	23.3%
	NCE	17	28.3%
	Bachelors	19	31.6%
	Masters	3	5%
	Doctorate	0	0%

Table 2. Shows Various Online Platforms Used for Teaching Music

Online Platforms Used by Teachers	Frequency	Percentage
WhatsApp	16	26.6%
Zoom	24	40%
Microsoft Teams	12	20%
Facebook	8	13.3%
Total	60	100%

Table 3. Shows Hours Spent by Teachers Every Week on Teaching Music Online

Range of hours spent by Teachers online	Frequency	Percentage
1-3 hours	3	5%
4-6 hours	5	8.3%
7 -9 hours	6	10%
10-12 hours	6	10%
13-15 hours	18	30%
16 hours and above	22	36.6%
Total	60	100%

The findings revealed that apparently most teachers spend more hours online, teaching music every week. The category of those who spend between 1-3 hours and 4-6 hours are music teachers from schools with only Junior secondary school and spend hour each for teaching music online. Music Teachers who spend 10-12 hours and 13-15 hours are from schools that has music students in both Junior school and the senior school. They spend more hours because of the load of work. It is important to note that music teachers who spend 16 hours and above teaching music, spend two hours per class and most of which are for the examination class such as JSS3 and SS 3. It becomes crystal clear that the amount of data consumed every week or on daily basis will be very high.

Table 4. Perceptions of Music Teachers on Online Teaching

S/N	Statement	SA	A	D	SD	Mean	SD
1	The online teaching wasn't familiar to music teachers	52	34	18	37	30	30.6812
2	Teachers finds it stressful to prepare and teach music online	38	53	38	11	35	17.4929
3	Teaching music	26	86	26	2	35.25	35.833

	online requires being Computer literate						
4	The school provided internet facilities for teachers to teach online	9	31	35	65	35	23.0362
5	The internet connection used while teaching is strong	14	1	55	80	37.5	36.5011
6	Technical problems slow down lessons while teaching online	55	20	19	46	35	18.2757
7	The online teaching helps students to learn on their own or replay a lecture	43	72	6	19	35	29.0402
8	The epileptic power supply affects the online teaching	52	67	16	5	35	29.2916
9	Teachers interact well with their students during online teaching	20	2	37	81	35	33.832
10	Most students connect online regularly for learning	11	6	28	95	35	41.0934
11	Online teaching is preferred to the face-to-face teaching	30	4	36	68	35	26.3565

12	There were training on online teaching before the lockdown	14	33	24	69	35	23.9583

Table 5. Shows the Gender Frequency among Music Students in Secondary Schools, Ijebu Ode, Ogun`State.

Sex	Frequency	Percentage
Male	76	54%
Female	64	46%
Total	140	100%

Table 6. Students' Perception on Online Music Lessons during The Lockdown

S/N	Statements	SD	D	A	SA	Mean	SD
1	Free data is always available to access online lessons	84	49	1	7	35.25	38.8877
2	The network is always stable and strong during lessons	52	76	10	1	34.75	35.3589
3	Some teachers are not proficient in teaching online	36	12	31	61	35	20.1825
4	The online learning is commonly in use before lockdown in your school	35	65	27	9	35	25.1396
5	The online teaching helps students to learn on their own or replay a lecture	16	5	52	67	35	29.2916
6	The online teaching is preferable face-to face class	39	80	17	4	35	33.2967

7	Technical error slow down music lessons during online teaching	5	24	34	77	35	30.4746
8	Connecting to online class is expensive	8	8	67	57	35	31.4431
9	The problem of epileptic power supply affects the online class	14	1	55	80	35.25	36.5011
10	Teachers teach online regularly	67	57	8	8	35	31.4431

Discussion of findings

This study investigated the perception and readiness of students toward online learning in Nigeria during the Covid-19 pandemic. Knowledge and familiarity with any innovation like online learning where it does not exist before is very important in determining the rate of success of that innovation when finally deployed or implemented. The level of proficiency of music teachers and students with online learning has been measured in this study to determine the extent of knowledge they possess about the concept of online learning.

Table 1 of teachers' response shows that a bulk of teachers are not familiar with the online teaching before the lockdown. According to (Feenberg, 1998), the best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is delivered by teachers, fully qualified and interested in teaching online in a web-based environment. This means that it is important to ensure that teachers are trained before they are engaged in teaching music online. The availability of a strong internet facility was also inquired.

Table 2 of the students' response reveals that a strong network was a difficult thing in the delivery of lessons and learning. This shows that the transfer of data such as videos, recordings to the students will be impossible. This corroborates the view of (Koutsoupidou, 2014) that the internet facilitates these and other processes such as recording and file sharing, all of which might sustain students' interest more than traditional instruction. In the case of music students who will need to download some videos for their practical topics and also upload videos of

practical works played to their teachers for assessment will required a huge data to do. The skill and technical knowledge of teachers and students also has influence on the efficiency of the users since the study revealed in most schools according to table 12 of teachers' response, there was no prior training on teaching and learning online. The implication of this situation will reflect in the students' level of acceptance and involvement in the introduction of online learning system as a result of Covid-19. While some students may operate smoothly under such a platform, others might experience lots of difficulties in assimilating and operating effortlessly.

The perception of the students was measured based on the prospect and challenges of the online learning and wholesomely, the findings revealed an overwhelming number of students having a mixture of feelings between "strongly agreed" and "agreed". From the responses gathered on the perception of students towards online learning during the Covid-19 pandemic, it is evident that a lot of students have both negative and positive perception towards the idea. There reasons pointed to the lack of fund especially during the lockdown when most parents were struggling with how to feed their families. Hardly could their parents afford to buy recharge card or subscribe to data for their online classes. Few also pointed that they don't have phones to access online teaching. The idea of the online classes seems new to many of the students. However, students saw the online teaching as an opportunity for them to plan their learning. Finding revealed in table 7 in students' response that majority were of the opinion that online learning gives them the opportunity to revise past lessons by listening to audio notes or visual lessons dropped by their teachers. This is line with the suggestion of Waters (1999) that courses taught via the web have some surprising advantages over traditional teaching methods, such as the ability to replay and review resource material as well as the flexibility to structure learning to suit an individual's preferred learning style.

It expedient to note that for a successful adoption and effective use of any tool or technology, measuring the level of readiness of the users to ascertain their preparedness towards its effective application and use becomes imperative. On students' level of readiness toward the use of online learning platform during the Covid-19 pandemic, an overwhelming majority of the respondents' attested to the fact the irregular power supply constitutes a huge disturbance to the teaching and

learning of music. This expressed by some sets of students and teachers according to table 8 of teachers' response and table 9 of students' response. This could also be the reason why most teachers and students don't appear regularly for teaching and learning. This indicates general willingness of the students to accept and adapt to online learning under the current circumstances. Antonis Ververis and Aristeidis Apostolis (2020) in a study on online Music Education in the era of covid-19noted that according to teachers there were specific groups of students that participated less in online music education and, therefore, benefitted less from this form of tuition. This is not in any way different from secondary schools in Ogun State where students had paid school fees before the outbreak of Covid-19.

Conclusion

This paper concludes that for effective teaching of music to occur, adequate preparation must precede teaching and learning. The learning framework must be effective, simple to use and accessible to both the average teacher and the average student alike.As useful information communication technology is to teaching and learning of music, it behooves government and school owners to have appropriate information and communication technology support in way of infrastructure and tools as well as hardware and software support system. Consequently, introducing online learning without adequately addressing the perceived challenges can have long damaging impact on the students, as they would likely presume that this mode is a poor substitute to face-to-face learning.For online learning to become a reality for remote students, the technology must be equally innocuous. Learning solutions which are based on new or emerging technologies (either in production, transmission or reception) have the potential to create as many barriers for students in remote areas on an area without good network.

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