

# School Proprietors' Perception and Attitude Towards the Adoption of Online Classes in the Covid-19 Era in Ibadan, Oyo State, Nigeria

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## Abstract

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

**Keywords:** Perception, Attitudes , Online Learning, Private Schools Proprietors, COVID-19 Pandemic.

## Introduction

Throughout history, pandemics have occurred with a severe impact on human lives, and the economy. Pandemics continue to severely affect mankind in modern times as evident in the COVID-19 outbreak which has emerged as the biggest catastrophe around the globe. No matter whether a nation is at the height of economic growth or is destitute; technical and scientific dominance achieved; or still relies on conventional instruments; and most specifically, societies having gigantic military capabilities, there was no disputing the fact that the entire human race was facing an existential threat. In an attempt to curb its spread, policymakers across the world have placed lockdown on all locations of large meetings, including academic institutions, social distancing steps for mandates, and declaration of state of emergency (Fordjoue and Koomson, 2020:5).

COVID-19 pandemic has not only disturbed the daily lives of people around the world but transformed the social, economic, health, security, diplomacy globally of which the education

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

In response to the new normal presented by the pandemic, every educational system is adjusting for maximum functionality in the adoption of online learning to bridge the educational gap as well as ensure the continuance of the learning process across all levels without any disruption. In this part of the clime too, private school proprietors, teachers, students, and librarians needed to follow the wagon of online adoption in order not to be left out as well as fit to the dictates of contemporary learning systems that the Covid-19 time demanded. This has necessitated many to start adjusting and re-strategizing to accommodate the provisions of the new claim as they transition mainly to the adoption of an online- learning environment. In the same vein, various policy initiatives are being launched by governments and tertiary institutions across the world in order to have unhindered teaching and learning activities. Extant literatures have shown the discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap, the complex learning environment (Murgatroid, 2020). Through the transition, all parties within the education system are challenged to quickly adapt to this new (online) environment, with private secondary school owners in Nigeria equally adopting it to ensure continuity of teaching and learning activities remotely if they do not want to lose their relevance.

Though, it is perceived that opportunities to learn within the homes are also limited, given that a parents ability to provide educational support to their children will be shaped by their own level of educational attainment, general literacy level, teachers readiness, student complaisant/active participation level play important role in ICT integrated learning. However, the perception and attitudes of private school proprietors have not been explored as regards the paradigm shift in their teaching methodologies during the Covid-19 pandemic lockdown. Perception of proprietors towards online learning is vital because a leading factor contributing in loss of motivation and persistence is negative perceptions about online learning in general (Kauffman, 2015). It is on this premise that this study intends to systematically examine the perception and attitudes of private secondary school proprietors to adoption of online classes in post COVID-19 era in Oyo State, Nigeria.

It is undeniable that the role of the private sector is pivotal in all spheres of life as it has improved the quality and quantity of education too. The private sector has actually been sharing the state burden as well as social burden in all aspects of the educational sector. Currently the growth of private schools in education is tremendously spanning from pre-school to tertiary institutions within the Nigerian space and this calls for an understanding of their perception and attitude towards the adoption of online classes in post COVID-19 era. Most especially among the private secondary school proprietors, owing to the fact that this level of education plays a critical role in furthering a child's education into tertiary institutions of learning. It is of great importance to know their perception and attitudes towards the adoption of online learning within this critical period in human history as their disposition towards this digital clime would either

make or mar the future of the Nigerian child who pass through the private secondary school system.

### **Statement of the problem**

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

The exponential growth of Information Communications and Technology (ICT) and the growing complexity of its exploding capacity illustrates why technology convergence in education continues to gain special attention particularly, in the wake of COVID-19 pandemic. Though, Extant literatures have shown the discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment (Murgatroid, 2020); there is a dearth of research in understanding the perception and attitude of private school owners to teaching and learning migrating to online platforms, most especially in post COVID era in Nigeria. Therefore, it is essential to identify private secondary school proprietors' perception and attitude towards the use of online learning in post COVID-19 era in Oyo State, Nigeria; in order to ascertain their embrace of this paradigm shift as well as transitioning to the virtual world of online learning.

### **Objective of the study**

The main objective of this study is to investigate the attitude and perception of private secondary school proprietors to online classes in post COVID-19 era while the specific objectives are to:

1. ascertain the level of adoption of online classes in selected private secondary schools in the post Covid-19 era in Oyo State, Nigeria;
2. establish the attitude of school proprietors of selected private secondary schools to online classes in the post Covid-19 era in Oyo State, Nigeria;
3. find out the perception of school proprietors of selected private secondary schools about online classes in the post Covid-19 era in Oyo State, Nigeria;
4. assess the challenges to online learning experienced by school proprietors of selected private secondary schools in the post Covid-19 era in Oyo State, Nigeria;
5. determine the influence of school proprietors' perception on adoption of online learning in selected private secondary schools in the post Covid-19 era in Oyo State, Nigeria;
6. determine the influence of school proprietors' attitude on adoption of online learning in selected private secondary schools in the post Covid-19 era in Oyo State, Nigeria.

### **Research questions**

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

### **Hypotheses**

H<sub>01</sub>: There is no significant influence of the perception of school proprietors on online learning adoption in selected private secondary schools in in the post Covid-19 era in Oyo State, Nigeria.

H<sub>02</sub>: There is no significant influence of the attitude of school proprietors on online learning adoption in selected private secondary schools in in the post Covid-19 era in Oyo State, Nigeria.

### **Literature Review**

Online learning can be characterized through synchronous and asynchronous learning applications that are published, shared, involved, assisted and controlled through the usage of internet technologies to acquire information and skills (Morrison, 2003). In its broadest sense online learning implies any learning that is enabled electronically. According to OECD (2020), online learning can be defined as the use of Information and Communications Technologies (ICT) in diverse processes of education to support and enhance learning which includes the usage of these technologies as a complement to traditional classrooms, online learning or blending the two modes. Online learning platforms have been established prior to the onset of the Covid-19 pandemic and have been notable for providing alternative methods for students to access learning materials outside of their physical school environment (Anderson, 2011). Innovation in network technology as well as economies of scale in the personal electronic device sector has enabled a wide range of educational institutions, as well as their students, to adopt online learning methods to complement traditional learning (Kim, Chun & Lee, 2014) because online learning has become one of the most beneficial applications in higher education.

The use of online learning has moved past the initial hype as during this period, realistic and sustainable uses of online learning are being realized as the COVID-19 pandemic has forced all and sundry to migrate to this domain of which the private sector is not immune.

### **Perception of online learning by private school proprietors**

Perception according to Oxford dictionary (2016) is the conscious understanding about something. Eagly and Chaiken (2007) in addition to the works of Fazio (2007) opined that people's evaluative judgment of an object depends on how they feel about something (affective evaluation); the knowledge they have about the object (cognitive evaluation) and how they have acted on it in the past (behaviour evaluation). Online-learning refers to all kinds of electronically supported learning (whether in networked/non-networked environments) in which the learner interacts irrespective of space, place and time with teachers, content, and other learners (Oliver, Osa & Walker, 2012; Sangra, Vlachopoulos & Cabrera, 2012). This is amply supported by

Bakare and Bakare (2021) who averred the use of emerging technologies can be harnessed irrespective of time, means and location due to the ubiquitous nature of these technologies.

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

Furthermore, the proliferation of online learning in higher education, for example, has helped researchers to make significant strides in understanding the dynamics of electronic communication, online communities, and the distribution of computer-mediated information. Despite the growing abundance of online options and resources, the delivery of education in Nigeria has mainly been through face-to-face learning taking place in classrooms with very little embrace of digital options by schools. Private school proprietors should accept the paradigm shift in service delivery and thus see that learning has transcended to another level of human interactivity which is domiciled on the virtual space (Adefisayo, 2020). This perspective proposes that we completely encounter the advantages of innovative headways in advanced education.

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

It seems clear from literature that scholars are just starting to grasp the meaning of e-learning in secondary school and it seems that a likely place to begin this process is to develop a better understanding of how secondary school proprietors perceived online learning. Bhuasiri (2012) examined crucial success drivers in developed countries with e-learning experts (faculty, ICT experts, and researchers) and concluded that people are less familiar with technology in developing countries and therefore are far more critical of e-learning. While the existing research

informed us about several challenges, few studies attempted to connect these shortcomings to private school proprietors acceptance of e-learning.

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

### Research Methodology

The research adopted a positivist paradigm hinged on a quantitative research approach. An exploratory research design was adopted for the study which the researcher found to be most appropriate to unveil the salient intricacies associated with online learning especially in wake of COVID-19 worldwide lockdown and social distancing. A purposive sampling technique was used specifically aimed at stakeholders relevant to the study and the population for the study involved 327 private secondary schools in Ibadan out of which 180 samples was used to elicit information on perception and attitudes towards online classes. Slovin's formula was used to arrive at a sample size with 95% confidence interval (Slovin,1960). Descriptive statistics tools involving percentage and frequency counts which was used to describe the demographic characteristics of respondents presented in tables and charts. Then, research questions 1–4 were analyzed using mean and frequency counts while Pearson Correlation were used to test hypotheses at  $\alpha=0.05$  level of significance in order to determine the relationship between the variables concerned.

### Data Analysis and interpretation of results

The private secondary school proprietors' demographic distribution of the study is presented in table 1. There are more male respondents' 68.3% to that of female 31.7% as shown in the table. This shows that there were more male than female among the respondents. Their ICT competency were also captured which revealed 82.8% of respondents had moderate ICT competencies which indicates the level of involvement and accessibility in this digital age.

Table 1: Summary of respondents' demographic profile  
Demographical information of the 180 respondents had been summarized in Table 1

Variable	Labels	Frequency	Percentage
Gender	Male	123	68.3
	Female	57	31.7
Total	180	100.0	
ICT Competency	Low	7	3.9
	Moderate	149	82.8
	High	24	13.3
Total	180	100 .0	

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**Research question 1:** What is the level of adoption of online learning in selected Private Secondary Schools in Oyo State, Nigeria?

**Table 2: Level of Adoption of Online Learning by Private School Owners**

S/N	Level of adoption	Not at all	Partial ly	Occasi onally	Fully	$\bar{x}$	S.D
1	I have adopted online learning before covid-19 pandemic	96 53.3%	84 46.7%	-	-	1.47	0.500
2	I have adopted online platform for teaching my students amid covid-19 pandemic	79 43.9%	94 52.2%	3 1.7%	4 2.2%	1.62	0.636
3	I have adopted online learning in teaching all science subjects	83 46.1%	63 35.0%	6 3.3%	28 15.6%	1.88	1.053
4	I have adopted online learning in teaching some science subjects	42 23.3%	80 44.4%	13 7.2%	45 25.0%	2.34	1.094
5	I have adopted online learning in teaching all arts subjects	71 39.4%	33 18.3%	24 13.3%	52 28.9%	2.32	1.262
6	I have adopted online learning in teaching some arts subjects	52 28.9%	58 32.2%	27 15.0%	43 23.9%	2.34	1.134
7	I have adopted online learning in teaching all commercial subjects	65 36.1%	47 26.1%	22 12.2%	46 25.6%	2.27	1.200
8	I have adopted online learning in teaching some commercial subjects	64 35.6%	55 30.6%	14 7.8%	47 26.1%	2.24	1.194
9	I have adopted online learning for submitting and marking students assignments	36 20.0%	82 45.6%	21 11.7%	41 22.8%	2.37	1.047
10	I have adopted online learning for conducting and marking students test	78 43.3%	71 39.4%	5 2.8%	26 14.4%	1.88	1.015
Weighted Mean = 2.07		Decision Rule = 2.50					

The level of adoption of online learning amid covid-19 pandemic is discussed in Table 2. The analysis of the mean scores of the items show that 52.2% (n=94) private school proprietors had low level of adoption, and 47.8% (n=86) had a high level of adoption. Therefore, there is a low level of adoption of online learning by private school proprietors in the study.

This is in line with a previous study which found out that there's discrepancies in digital education transformation and technology utilization support in terms of access to learning among students, the weakness of online teaching infrastructure, the inexperience of teachers, the information gap and the complex learning environment(Kim ,Chum & Lee,2014)

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

**Table 3: Attitude of Private School Owners to Adoption of Online Learning**

S/N	Attitude to online learning	SD	D	A	SA	$\bar{x}$	S.D
1	Learning to adopt the use of online learning has been fascinating to me	-	8 4.4%	84 46.7%	88 48.9%	3.44	0.581
2	I find online learning more easy than face-to-face	3 1.7%	23 12.8%	79 43.9%	75 41.7%	3.26	0.741
3	I see the use of online learning as relevance for academic purposes	9 5.0%	40 22.2%	54 30.0%	77 42.8%	3.11	0.918
4	I prefer face-to-face method learning to online learning	30 16.7%	27 15.0%	50 27.8%	73 40.6%	2.92	1.106
5	I am convinced that the adoption of online learning in secondary school will enhance academic performance of students	17 9.4%	57 31.7%	51 28.3%	55 30.6%	2.80	0.983
6	I think the use of online learning is too technical for me to understand	33 18.3%	54 30.0%	32 17.8%	61 33.9%	2.67	1.128
7	I consider the adoption of online learning as time wasting	33 18.3%	58 32.2%	43 23.9%	46 25.6%	2.57	1.063
8	The navigation method on online platforms does not make its use interesting to me	24 13.3%	67 37.2%	53 29.4%	36 20.0%	2.56	0.958
9	The paradigm shift to online platforms seems relevant to me	30 16.7%	64 35.6%	54 30.0%	32 17.8%	2.49	0.972
Weighted Mean = 2.87		Decision Rule = 2.50					

The attitude of private secondary school proprietors to online classes amid Covid-19 in Ibadan, Oyo State is presented in the Table 3. Learning to adopt the use of online learning has been fascinating to me ( $\bar{x}$ =3.44) was the major attitude of private school owners, and was followed by I find online learning easier than face-to-face ( $\bar{x}$ =3.26), I see the use of online learning as relevance for academic purposes ( $\bar{x}$ =3.11), I prefer face-to-face method learning to online learning ( $\bar{x}$ =2.92), I am convinced that the adoption of online learning in secondary school will enhance academic performance of students ( $\bar{x}$ =2.80), I think the use of online learning is too technical for me to understand ( $\bar{x}$ =2.67), I consider the adoption of online learning as time wasting ( $\bar{x}$ =2.57), The navigation method on online platforms does not make its use interesting to me ( $\bar{x}$ =2.56), and lastly by The paradigm shift to online platforms seems relevant to me” ( $\bar{x}$ =2.49) respectively. Hence, private school proprietors have a positive attitude towards the adoption of online learning in the study. This is in support with a previous study which found out that concluded, the expectations of technologies by future adopters is so important to the integration's success(Bakare, 2018).



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

**Table 4: Perception of Private School Owners to Online Learning**

S/N	Perception to online learning	SD	D	A	SA	$\bar{x}$	S.D
1	Our instructors must be well equipped to disseminate information	3 1.7%	19 10.6%	46 25.6%	112 62.2%	3.48	0.751
2	I believe passing information through electronic technologies is very difficult	-	25 13.9%	53 29.4%	102 56.7%	3.43	0.725
3	A face-to-face method is more learner-centered than e-learning methods	10 5.6%	9 5.0%	57 31.7%	104 57.8%	3.42	0.825
4	Coming generation might be faced with difficulties in learning, there would be a lack of determination to attend physical school to learn	-	17 9.4%	72 40.0%	91 50.6%	3.41	0.658
5	E-learning require expensive technical support	-	5 2.8%	98 54.4%	77 42.8%	3.40	0.545
6	E-learning reduces the quality of knowledge attained	10 5.6%	20 11.1%	69 38.3%	81 45.0%	3.23	0.858
7	Using computer systems requires a lot of mental effort	10 5.6%	19 10.6%	86 47.8%	65 36.1%	3.14	0.820
8	E-learning require more tasks to be carried out	14 7.8%	18 10.0%	79 43.9%	69 38.3%	3.13	0.885
9	E-learning is a learning environment which need advance technical knowledge for convenient usage	18 10.0%	42 23.3%	42 23.3%	78 43.3%	3.00	1.036
10	Students need to be trained before they undergo any e-learning activities	18 10.0%	51 28.3%	29 16.1%	82 45.6%	2.97	1.070
11	E-learning offers the possibility to efficiently manage your time	16 8.9%	37 20.6%	68 37.8%	59 32.8%	2.94	0.944
12	E-learning will increase teachers efficiency	10 5.6%	45 25.0%	74 41.1%	51 28.3%	2.92	0.868
13	I believe e-learning is a threat to teachers' employment	12 6.7%	57 31.7%	56 31.1%	55 30.6%	2.86	0.934
14	E-learning is a threat to teachers employment	28 15.6%	55 30.6%	49 27.2%	48 26.7%	2.65	1.038
15	It will be difficult for my teachers to become skilful in the use of e-learning tools	20 11.1%	85 47.2%	40 22.2%	35 19.4%	2.50	0.931
Weighted Mean = 3.10		Decision Rule = 2.50					

The perception of private secondary school proprietors to online classes amid Covid-19 in Ibadan, Oyo State is shown in the Table 4. Our instructors must be well equipped to disseminate information ( $\bar{x}$ =3.48) was ranked highest by the mean score rating as the major perception private school owners to online learning, and was followed by I believe passing information through electronic technologies is very difficult ( $\bar{x}$ =3.43), A face-to-face method is more learner-centered than e-learning methods ( $\bar{x}$ =3.42), Coming generation might be faced with difficulties in learning, there would be a lack of determination to attend physical school to learn” ( $\bar{x}$ =3.41), E-learning require expensive technical support ( $\bar{x}$ =3.40), E-learning reduces the

quality of knowledge attained ( $\bar{x}=3.23$ ), Using computer systems requires a lot of mental effort ( $\bar{x}=3.14$ ), and lastly by E-learning require more tasks to be carried out ( $\bar{x}=3.13$ ) respectively. Inference to be deduced from the above statement is that the perception of Private school proprietors to online learning include well equipped instructors to disseminate information, difficulty in passing information through electronic technologies, face-to-face method is more learner-centered than online learning method, lack of determination to attend physical school to learn, expensive technical support for online learning, online learning reduces the quality of knowledge attained, lots of mental effort required for using computer systems, and lastly online learning require more tasks to be carried out. This is in support with a previous study which found out that without objectively analyzing the structures that underline the knowledge base itself, opening borders to information for globalised knowledge is meaningless (Anefuku, 2017).

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

**Table 5: Challenges Facing the Adoption of Online Learning by Private School Owners**

S/N	Challenges to online learning	SD	D	A	SA	$\bar{x}$	S.D
1	Low internet connectivity	2 1.1%	2 1.1%	35 19.4%	141 78.3%	3.75	0.527
2	Technical knowhow is a great challenge	-	5 2.8%	52 28.9%	123 68.3%	3.66	0.532
3	Lack of training on online learning	5 2.8%	9 5.0%	46 25.6%	120 66.7%	3.56	0.718
4	There is irregular power supply	-	16 8.9%	51 28.3%	113 62.8%	3.54	0.655
5	Difficulty in assessing students understanding	-	2 1.1%	86 47.8%	92 51.1%	3.50	0.523
6	Complexity of the online environment	-	6 3.3%	98 54.4%	76 42.2%	3.39	0.553
7	Lack of ICT knowledge to effectively utilize the services	6 3.3%	16 8.9%	63 35.0%	95 52.8%	3.37	0.784
8	Struggling to communicate on online platforms	-	34 18.9%	48 26.7%	98 54.4%	3.36	0.781
9	I lack skills required for online learning	16 8.9%	35 19.4%	61 33.9%	68 37.8%	3.01	0.966
Weighted Mean = 3.46		Decision Rule = 2.50					

The challenges facing the adoption of online learning by private proprietors amid Covid-19 in Ibadan, Oyo State is discussed in the Table 4. Low internet connectivity ( $\bar{x}=3.75$ ) was ranked highest by the mean score rating as the major challenges facing the adoption of online learning, and was followed in succession by Technical knowhow is a great challenge ( $\bar{x}=3.66$ ); Lack of training on online learning ( $\bar{x}=3.56$ ); There is irregular power supply ( $\bar{x}=3.54$ ); Difficulty in assessing students understanding ( $\bar{x}=3.50$ ); Complexity of the online environment ( $\bar{x}=3.39$ ), Lack of ICT knowledge to effectively utilize the services ( $\bar{x}=3.37$ ); Struggling to communicate on online platforms ( $\bar{x}=3.36$ ), and lastly by I lack skills required for online learning ( $\bar{x}=3.01$ )

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

### Testing of hypotheses

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

**Table 7: Regression analysis for the effect of the perception of private secondary school proprietors on online learning adoption in selected private secondary schools in Oyo State, Nigeria.**

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

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

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

Influence of private secondary school proprietors perception on adoption of online learning is presented in Table 7. The table presents a model summary which establishes how the model equation fits into the data.  $R^2$  was used to establish the predictive power of the study's model. Proprietors perception have weak positive statistical significant influence on the adoption of online learning among secondary school students in Ibadan, Oyo State Nigeria ( $R = 0.025$ ,  $p < 0.05$ ). The coefficient of determination ( $R^2$ ) of 0.001 shows that 0.1% of the variation on adoption of online learning among private secondary school proprietors under investigation while the remaining 99.9% variation in the adoption of online learning is explained by other exogenous variable different from private secondary school proprietors; perception examined. This result suggests that adoption of online learning has 0.1% influences on perception among private secondary school proprietors in Ibadan Oyo State, Nigeria.

Furthermore, the results of regression coefficient in Table 7 revealed that at 95% confidence level, a unit change in perception of online learning will lead to a 0.734 increase in adoption

among private secondary school proprietors in Ibadan Oyo State, Nigeria. Given that all other factors are held constant. On the strength of this result ( $R^2 = 0.001$ ,  $F = 0.116$ ,  $p = 0.000$ ), This implies that the effect of the independent variable to the dependent variable was not significant and that other variables not included in this model may have accounted for the remaining variance. This study accept the null hypothesis ( $H_0$ ) which states that There is no significant influence of the private secondary school proprietors perception of online learning in selected private secondary schools in Oyo State, Nigeria.

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

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

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.236	.056			.051	4.22842	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	188.171	1	188.171	10.524	.001	Sig.
Residual	3182.557	178	17.880			
Total	3370.728	179				
regression coefficients of attitude of private secondary school proprietors' on online learning						
Model	Unstandardized Coefficient		Standardized Coefficient		t	Sig. p
	B	Std. Error	Beta Contribution			
(Constant)	29.708	2.783			10.676	.000
Attitude to learning	-.347	.107	-.236		-3.244	.001

Table 8 indicates the results of the regression analysis for the independent variable (subscales of attitude) and dependent variable (subscales of Online Learning). Influence of private secondary school proprietors' attitudes on online learning is presented in Table 8. The table presents a model summary which establishes how the model equation fits into the data.  $R^2$  was used to establish the predictive power of the study's model. Proprietors' attitudes have strong positive statistical significant influence on online learning among secondary school students in Ibadan, Oyo State Nigeria ( $R = 0.236$ ,  $p < 0.05$ ). The coefficient of determination ( $R^2$ ) of 0.056 shows that 5.6% of the variation in adoption of online learning among private secondary school proprietors' under investigation while the remaining 94.4% variation in the adoption of online learning is explained by other exogenous variable different from private secondary school proprietors; attitudes examined. This result suggests that adoption of online learning has 5.6% influences on attitudes of private secondary school proprietors' in Ibadan Oyo State, Nigeria.

Furthermore, the results of regression coefficient in Table 8 revealed that at 95% confidence level, a unit change in adoption of online learning will lead to a 0.001 increase in attitudes of private secondary school proprietors' in Ibadan Oyo State, Nigeria. Given that all other factors

are held constant. On the strength of this result ( $R^2 = 0.236$ ,  $F = 10.524$ ,  $p = 0.000$ ), This implies that the effect of the independent variable to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Hence, attitude to learning significantly predicts online learning in the study. This study rejects the null hypothesis ( $H_0$ ) which states that there is no significant influence of the attitude of private secondary school proprietors' towards online learning adoption in selected private secondary schools in Oyo State, Nigeria. This is in line with the findings in the research that found that the use of emerging technologies can be harnessed irrespective of time, means and location due to the ubiquitous nature of these technologies. However, successful implementation of online learning in education relies much on attitudes and perceptions (Bakare & Bakare, 2021; Cabrera, 2012).

### **Discussion of findings**

Among the major findings of this study is the level of perception and attitudes of private secondary school proprietors in Nigeria. It was revealed that majority of private secondary school proprietors have the right perception but a negative attitude towards the adoption of online learning. This result is at variance with the earlier findings from the study of Sangra, Vlachopoulos and Cabrera (2013) and Gee (2011) that concluded that people's evaluative judgment of an object depends on how they feel about something (affective evaluation); the knowledge they have about the object (cognitive evaluation) and how they have acted on it in the past. Attitude plays a significant role on the adoption of online learning in respect to digital education transformation and technology utilization.

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

The results revealed overall perceptions and attitudes of private secondary school proprietors to the adoption of online learning in Nigeria. The potential of online learning for the improvement of personal development and the development of skills and competence of proprietors required for educational advancement cannot be over emphasized. Proprietors attitude towards online learning would be a great factor that would determine its adoption and more reason any negative disposition towards the usage of these technologies should be removed. This finding is at variance with the result of the study of Bakare and Bakare (2021) and Cabrera (2012) who opined that the use of emerging technologies can be harnessed irrespective of time, means and location due to the ubiquitous nature of these technologies. However, successful implementation of online learning in education relies much on attitudes and perceptions.

It has been revealed through the test of the hypothesis that Proprietors' attitudes have strong positive statistical significant influence on the adoption of online learning. This relates to what Anefuku (2017) discovered in a study that established that attitudes could significantly influence

online learning adoption. The expectations of technologies by future adopters is so important to the integration's success. Learning is central to changing patterns of attitude and the creation of socially situated identities. This is particularly important to remember when it comes to the development during the digitized era of democratically transparent knowledge systems where information borders have been opened up to global citizenship.

## Conclusion

COVID-19 pandemic has not only affected the daily lives of people globally but has transformed all aspects of human endeavour of which the educational landscape where proprietors of private secondary schools in Nigeria are equally domiciled is not an exception. It is of great importance to know these proprietors' perception and attitudes towards the adoption of online learning within this critical period in human history is sacrosanct. As their disposition towards this digital climate could either make or mar the future of the Nigerian child who pass through this level of educational system. The study therefore concludes that attitude is a significant predictor of the contexts of private secondary school proprietors to online learning adoption amidst COVID-19 pandemic. The findings noted a few limitations, among them is based on the undeniable presence of conceivable factors such as background factors influencing the instruments, especially proprietors-report of online learning.

## Recommendations

The following recommendations are proffered on the basis of the findings from the study:

1. Curriculum developer and policy maker should ensure the formulation and implementation of ICT integrated learning as pedagogical reforms in education policy that would encourage and supports teaching-learning transformation. Such policy should be one that can be easily translated to reality and devoid of any cumbersomeness.
2. Awareness on the integrated ICT teaching should be created among the higher institutions to strengthened their programs in order to better prepare lecturers to address various requirement of post COVID-19 era.
3. Infrastructure to support effective functioning of online learning at all levels of education should be introduced and made available most especially, secondary schools. This adaptation would better prepare the students for ICT integrated pedagogy at higher institutions.
4. Proprietors should take advantage of every available opportunity and undertaking studies in information technology and online modes as a means of up-skilling their teaching abilities.

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