

TEACHERS' ASSESSMENT ON THE EFFECTIVENESS OF ONLINE CLASSES ON TEACHERS AND ADOLESCENTS' PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN IBADAN SOUTHWEST.

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Abstract

According to UNICEF, about 1.6 billion children and young people are unable to be physically present at school due to temporary closure of schools that have impacted over 91% of students globally. Hence many private schools in Ibadan and all the other states of Nigeria have resulted into online teaching to mitigate the problem of total paralysis of the educational system. Online class is a type of learning and can be defined as "learning that takes place partially or entirely over the Internet. This study focused on the teachers' assessment on the effectiveness of online classes on both teachers. and adolescents' performance in junior and senior private secondary schools in Ibadan Southwest, Local Government Area in Oyo state, Nigeria. The survey was conducted on forty (40) private school teachers selected from five (5) different private schools in Ibadan southwest LGA using a two-stage sampling procedure. The instrument for data collection is a questionnaire titled. Teachers-Adolescent Online Class Engagement, Effectiveness of Online Classes on Teachers' and Adolescent Performance (TAOCEE OCTAP). It was to obtain information on demographic factors, mode of teacher-adolescent online engagement, effectiveness of online class on teachers' and adolescents' performance. Data was analysed using descriptive (frequency, mean and standard deviation). The result revealed a fairly good teacher-adolescent online mode of engagement, while teachers' assessment of online classes on both teachers' and adolescent performance is low. It is therefore recommended that both private and public secondary schools should intensify training for teachers on online classes especially the synchronous online classes in which both teachers and adolescents are present online at the same time, so as to be able to instill discipline in students, reinforce students' positive behaviour, allow teacher demonstrate the necessary gesticulations for teaching and encourage healthy rivalry among adolescents during online classes.

Keywords: Adolescents' performance, Teachers' performance, Online classes, Private secondary schools, Assessment.

Introduction

The expansive nature of the Internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning (Chaney, 2010). Online learning is a type of E-learning and can be defined as "learning that takes place partially or entirely over the Internet" (U.S. Department of Education, 2010). Online learning is appealing to a range of learners but has not been commonly utilized in most secondary schools in Nigeria as it has been in the developed countries. Research regarding online learning has demonstrated that there is no significant difference between student outcomes in online versus face-to-face courses (WICHE Cooperative for Educational Technologies, 2010). In fact, in some studies, online learning has been shown to be more effective (Bernard, Borokhovski, Schmid, Tamim and Abrami, 2014; Means, Toyama, Murphy, Bakia, and Jones., 2009). On top of its easy delivery of information and interactive nature, the main benefit behind online classes instead of the traditional way is that learners develop communication as well as personal skills such as autonomy, analytical perception, abstraction and others (Dargham, Saeed and Mcheik, 2013). However, the quality of online education continues to be misperceived, questioned, and debated. In a 2015 survey, almost 29% of chief academic officers believed that face-to-face learning was superior to online learning (Allen and Seaman, 2016). Online courses can be delivered asynchronously (students participate at different times), synchronously (students must be present online at the same time), or a combination of the two. The asynchronous online activity is traditionally the dominant instructional method (Johnson & Aragon, 2003). For online classes to be effective, there is the need to improve the quality and accessibility of their online classes.

The E-learning is not completely new to teachers in Oyo state (Aiyebelehin, 2012) as cited by Makinde, Makinde and Shorunke (2013) in their study on the influence of teachers' information needs on ICT use in schools in Oyo state, Nigeria and found that, computer, multimedia boards, projectors, telephones, internet, scanners, and photocopiers were used by teachers. Further from his findings the largest percentage of computer users (57.26%) reported to be monthly users, the largest percentage of multimedia users (52.56%) reported to be occasional users, and the largest percentage of projector users 125 (53.42%) reported to be occasional users. Earlier, Ajadi, Salawu and Adeoye (2008) observed that the most common type of e-learning adopted in Nigerian schools was in the form of lecture notes on CD-ROM which can be played whenever the learners desire. There are very few known private schools that have adopted high level digital education in Oyo state.

In the view of the Corona virus lock down on schools since March, 2020 which makes it difficult to attend class in-person, the online education remains the only option that can be

leveraged to help current students in private schools in Ibadan and other states of Nigeria to complete their studies and also admit new students as it is done in the developed countries. It is also noteworthy that majority of students in the junior and senior secondary schools 3, who were taken on online classes are adolescents, falling between the age of 12 and 19 years. Though the public schools have not adopted the online teaching, if the lock down persist, it would later be adopted, otherwise the whole educational system will be kept on hold leading to a complete paralysis of the system. Germaine to teaching whether face to face or online is the assessment of the student learning outcomes. Aside the COVID-19 lockdown, there might be future instances that might also call for lock down, there might also be some handicapping situations that will make students to request for online teaching. All over the world, the quest for E-learning and online classes is becoming popular because of its flexibility and convenience (Hannay & Newvine, 2006)

Hence this present study seeks to ascertain teachers' assessment on the effectiveness of online classes on their performance and that of the adolescents in the junior and senior private secondary schools in Ibadan Southwest, so as to proffer a better recommendation where needed.

Objectives of the Study

The main objective of the study is to access the mode of teachers-adolescent engagement on online classes in private secondary schools in Ibadan Southwest Local Government Area of Oyo State, Nigeria. The specific objectives were to identify the demographic factors of the participants; to examine participants' assessment on the effectiveness of online classes on teachers' performance; to ascertain participants' assessment on the effectiveness of online classes on adolescents' performance

Research Questions

1. What are the Socio-demographic factors of teachers used for this study?
2. What are the modalities of teachers-student engagement on online classes in Ibadan southwest LGA?
3. What are the ratings of teachers' assessment on the effectiveness of online classes on teachers?
4. What are the ratings of teachers' assessment on the effectiveness of online classes on students?

Methodology

Descriptive survey was adopted for this study. Descriptive survey study is a type of study where data collected are described in a systematic manner based on the characteristics, features and facts about a given population. it entails the collection of data to describe existing phenomena. The study was carried out in Ibadan South West Local Government Area (LGA) of Oyo state. The reason for this chosen population is because they form those who engaged

in online classes during the COVID-19 lock down of schools. The target population for this study comprised all private secondary school teachers taking online classes in both junior and senior secondary schools in Ibadan Southwest. A two stage random sampling procedure was used to select the sample for this study. In the first stage, five (5) private secondary schools were randomly selected. In the second stage, eight (8) teachers were randomly selected from each school, making a total of forty (40) teachers

Four (4) research questions guided the study. A structured questionnaire known as Teachers-Adolescent Online Class Engagement, Effectiveness of Online Classes on Teachers' and Adolescent Performance (**TAOCEE OCTAP**) was used in collecting data. The questionnaire consisted of four sections A, B, C & D. Section A consisted of teachers' demographic variables. Section B consisted of 18 items used to describe the mode of teacher- adolescent online engagement. The responses to section B of the questionnaire were measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). Section C comprised of 20 items that sought information on teachers' assessment on the effectiveness of online classes on teachers' performance. The response to section C of the questionnaire were measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). While section D consisted of 20-items focused on teachers' assessment on the effectiveness of online classes on adolescents' performance. The response to section D of the questionnaire was also measured on a four-point scale (strongly agree, agree, disagree and strongly disagree). The instrument was subjected to face and content validity and empirical validities were ensured also. Lawshe Content Validity (CVI) was used to establish the content validity and the value obtained was 0.82. The internal consistency and reliability of the instrument in sections B, C and D were established using Cronbach Alpha to get the values of and and respectively. The instrument was then taken to the sampled schools and were administered to the teachers. Teachers' responses were scored and data collated were analysed using descriptive (percentage, mean and standard deviation)

Results

Research Question 1- What are the Socio-demographic factors of teachers used for this study

Table 1: socio demographic factors of the respondents

Characteristics	Frequency	Percentage
Gender		
Male	23	57.5
Female	17	42.5
Total	40	100.0
Religion		
Christian	26	65.0
Muslim	14	35.0
Traditional	-	0.0
Total	40	100.0
Teaching Experience		

<2 years	-	0.0
2-5	4	10.0
6-9	12	30.0
≥10	24	60.0
Total	40	100.0
Years in the current school		
<2 years	4	10.0
2-5	14	35.0
6-9	13	32.5
≥10	9	22.5
Total	40	100.0
Marital Status		
Single	7	17.5
Married	32	80.0
Divorced	1	2.5
Total	40	100.0
Educational Status		
NCE	-	0
HND	3	7.5
Bachelor's Degree	29	72.5
Masters/Ph.D	8	20.0
Total	40	100.0
Computer Literate		
Yes	30	75.5
No	10	25.5
Total	40	100.0
Trained for online class		
Yes	26	65.0
No	14	35.0
Total	40	100.0
Class taught		
JSS	8	20.0
SSS	23	57.5
Both	9	22.5
Total	40	100.0
Online engagement type		
Asynchronously	23	57.5
Synchronously	10	25.0
Both	7	17.5
Total	40	100.0

According to table 1, above 57.5% of the respondents are males while the remaining 42.5% are females, majority of the respondents (65%) are Christians, while 35% are Muslims. 10% of the teachers have 2-5 years teaching experience, 30% have 6-9 years of experience while the majority (60%) have 10 and above years of teaching experience. The implication is that

majority of the respondents are highly experienced with teaching. It also reveals that just 10% of the respondents have spent less than two years, teaching in the school, 35% have spent between 2-5 years, 32.5%, have spent between 6-9 years and 22.5% have spent 10 or more years teaching in the present school. The implication is that private schools have fairly good tendency of retaining teachers. The table shows that the majority of the respondents (80%) are married, 17.5% are single while 2.5% are divorced. As per the educational status of the respondents, 72.5% have Bachelor's degree, just 7.5% possess HND, while 8% have Master's degree. The implication is that most private schools employ university degree holders.

Majority of the respondents (75%) are computer literate. While 25% are not computer literate. 65% of the teachers indicated that they received training before the commencement of the online classes while 35% indicated that they received no prior training. 57.5% of the teachers offered online classes to the Senior School 3 students, 20% to Junior School 3, while 22.5% offered online classes to both. 57.5% engaged students in asynchronous online classes, 25% in synchronous, and 17.5% engage in both and 100% (all) teachers indicated their fields are relevant to subjects they teach online

Research Question 2- What is the mode of teachers-student engagement on online classes in Ibadan southwest LGA

Table 2: Mode of teacher- student online engagement

N/S	Statements	Strongly disagree	Disagree	Agree	Strongly agree	Mean	S/D
1	Adolescents are present online as at when due	1(2.5%)	17(42.5%)	18(45.0%)	4(10.0%)	2.63	.705
2	Assignments are put online for adolescents on regular basis	(0%)	6(15.0%)	18(45.0%)	16(40.0%)	3.25	.707
3	There are usually no network barrier	17(42.5%)	18(45.0%)	3(7.5%)	2(5.0%)	1.75	.809
4	Adolescents attempt all questions put online for them	7(17.5%)	19(47.5%)	13(32.5%)	1(2.5%)	2.20	.758
5	There is usually full participation from adolescents	2(5.0%)	26(65.0%)	11(27.5%)	1(2.5%)	2.28	.599
6	In a case of learners being present online at the same time the teacher is online, teachers are punctual	2(5.0%)	1(2.5%)	27(67.5%)	10(25.0%)	3.13	.686
7	In a case of adolescents being present online at the same time the teacher is online, images are clear and audios are audible	4(10%)	6(15%)	23(57.5%)	7(17.5%)	2.83	.844
8	Adolescents are given the opportunity to ask questions during online classes	5(12.5%)	8(20%)	23(57.5%)	4(10.0%)	2.65	.834
9	Right answers are proffered to questions during online classes	3(7.5%)	5(12.5%)	23(57.5%)	9(22.5%)	2.95	.815
10	Adolescents are being assessed on a regular basis	4(10%)	10(25.0%)	24(60%)	2(5.0%)	2.60	.744

11	Revision of subjects are carried out in online classes	3(7.5%)	4(10%)	27(67.5%)	6(15%)	2.90	.744
12	Adequate punishment is meted out on online classes for late submissions etc.	16(40%)	18(45%)	6(15%)	0(0%)	1.75	.707
13	Adequate reinforcement is given to hardworking adolescents in online classes	4(10%)	20(50%)	16(40%)	0(0%)	2.30	.648
14	Tests and continuous assessment are conducted on line	5(12.5%)	12(30%)	22(55%)	1(2.5%)	2.48	.751
15	Adolescents have opportunities to review their performances and assess their own learning in online classes	4(10%)	11(27.5%)	25(62.5%)	0(0%)	2.53	.679
16	There is the opportunity to employ a range of tools and formats to aid adolescents in interacting with content, the instructor, and fellow students	7(17.5%)	16(40%)	15(37.5%)	2(5.0%)	2.30	.823
17	It involves creating the opportunity for every adolescent to make his or her thinking and learning visible and open to feedback	3(7.5%)	10(25.0%)	22(55%)	5(12.5%)	2.73	.784
18	There is a wide variety of assignments—including projects, portfolios, self-assessments, timed tests and quizzes, discussion boards, and peer evaluations	5(12.5%)	15(37.5%)	14(35.0%)	6(15.0%)	2.53	.905

Findings from table 2.0 are as presented respectively, 75% agree that adolescents are present online as at when due, while 45% disagree. Only 15% disagree that assignments are not put online for adolescents on regular basis. Minority (12.5%) agree that the network is never a barrier. 65% disagree with the statement that adolescents attempt all questions online. Just 30% agree with the item that there is full participation from adolescents. In a case of synchronous online class, only 25% complains of no clarity. 67.5% agree to giving opportunity to adolescents asking questions during online classes. 80% of the teachers agreed that right answers are proffered to questions during online classes. 65% of the respondents agreed that adolescents are being assessed on a regular basis. 82.5% agree that revision of subjects is being carried out in online classes. 85% disagree to the item that adequate punishment is meted out on online classes to adolescents. 40% agree that adequate reinforcement is given to hardworking adolescents on online classes. 57.5% agree to conducting tests and continuous assessment on online classes. 62.5% percent agree that adolescents have opportunity to review their performance and assess their own learning. Just 42.5% agree that there is the opportunity to employ a range of tools and formats in their mode of online teaching. 67.5% agree that it involves creating the opportunity for every adolescent to make thinking and learning visible

and open to feedback. 50% of the respondents agreed that in their online modality of engagement, there is a wide variety of assignment, while the remaining 50% disagreed to it. Summarily, items 1, 2, 6, 7, 8, 9, 10 11, 13, 14,15, 17 which are 75%, 77.5%, 75%, 80%, 75%, 77.5%, 80%, 65%, 82.5%, 57.5%, 62.5%, 67.5% revealed an effective mode of teacher-adolescent online class engagement, while just 4 items are below average and item 18 is 50-50.

Research Question 3- What are the ratings of teachers' assessment on the effectiveness of online classes on teachers?

Table 3: Effectiveness of online classes on teachers

N/S	Statements	Strongly disagree	Disagree	Agree	Strongly agree	Mean	S/D
1	Online classes makes teaching more flexible and convenient	1(2.5%)	11(27.5%)	19(47.5%)	9(22.5%)	2.90	.778
2	It can be leveraged to help teachers complete their scheme of work at the lock down periods	1(2.5%)	4(10.0%)	19(47.5%)	16(40.0%)	3.25	.742
3	It offers a higher education quality than face to face learning	13(32.5%)	22(55.0%)	5(12.5%)	0(0.0%)	1.80	.648
4	It is just as effective as face to face learning	4(10.0%)	30(75%)	6(15%)	0(0%)	2.05	.504
5	It is cost intensive	0(0%)	3(7.5%)	20(50%)	17(42.5%)	1.65	.622
6	Inadequate electricity supply is a major hindrance	19(47.5%)	13(32.5%)	8(20.0%)	0(0%)	1.73	.784
7	It is cumbersome marking assignments submitted online	3(7.5%)	7(17.5%)	18(45%)	12(30%)	2.03	.891
8	Online classes hinders all the necessary gesticulations for teaching	4(10.0%)	5(12.5%)	16(40%)	15(37.5%)	1.95	.959
9	It is not easy for teachers to know if students genuinely benefited or not	3(7.5%)	1(2.5%)	17(42.5%)	19(47.5%)	1.70	.853
10	Adolescents cannot be adequately monitored as in face to face classes	3(7.5%)	2(5.0%)	11(27.5%)	24(60%)	1.60	.900
11	It is difficult to show the transparency of how adolescents' works are assesse	0(0%)S	16(40%)	3(7.5%)	21(52.5%)	1.55	.639
12	Teaching doesn't look real and interesting as it should be	0(0%)	8(20%)	21(52.5%)	11(27.55)	1.93	.694

13	It makes me feel jobless	1(2,5%)	27(67.5%)	6(15.0%)	6(15.0%)	2.58	.781
14	It makes it easy for a teacher to be lazy	9(22.5%)	20(50%)	5(12.5%)	6(15.0%)	2.80	.966
15	I dislike online classes because I receive less remuneration (payment)	1(2.5%)	14(35.5%)	10(25.0%)	15(37.5%)	2.03	.920
16	Online classes would have been the best if my salary is not reduced	2(5.0%)	14(35.0%)	11(27.5%)	14(35.0%)	2.95	.904
17	If care is not taken, online classes can make teachers lose their jobs	4(10.0%)	7(17.5%)	17(42,5%)	12(30.0%)	2.08	.944
18	There is less preparedness on the part of the teacher in online classes	12(30%)	18(45%)	5(12.5%)	5(12.5%)	2.93	.971
19	Online classes make teachers improve on their IT skills	0(0%)	1(2,5%)	12(30%)	27(67.5%)	3.65	.533
20	Teachers cannot instill discipline adequately	0(0%)	0(0%)	19(47.5%)	21(52.5%)	1.48	.506

According to table 3.0 the findings of the effectiveness of online classes on teachers' performance were presented respectively. 70% consented that online classes make teaching more flexible, the majority (87.5%) agreed that it can be leveraged upon to help teachers complete their scheme of work. Just 12.5% support the view that online class offers a higher quality than face to face learning, 15% believe it is just as effective as face to face learning. 92.5% which forms the majority agree that it is cost intensive. 20% agree that there is a hindrance of electricity supply. 75% confirmed that marking online submitted assignment is cumbersome. The majority 77.5% consented that it hinders all the gesticulations necessary for teaching. Also 90% agreed that it cannot be adequately monitored, 92.5% agreed that it is difficult to show the transparency of the adolescents' work. 80% of the respondents consented that online classes are not interesting, while only 30% agreed that online classes make them feel jobless. 27.5% agree that it makes a teacher lazy. 62.5% consented to disliking online classes because of lesser remuneration and that it would have been the best if salary is not reduced. 72.5% agreed that it can lead to loss of employment. Only 25% agreed there is less preparation on the part of the teacher in online classes. The majority 97.5% agree that it makes teachers improve on their IT skills. 100% of the respondents agreed that discipline cannot be installed on online class.

Summarily, only items 1,2,6. 14, 18 and 19 with 70%, 87.5%,20%, 27.5%, 25% and 97.5% respectively show that teachers' assessment of online class on teachers' performance is effective, while the remaining 14 items is a pointer to the fact that online class on teachers' performance is not effective in Ibadan Southwest.

Research Question 4 What are the ratings of teachers' assessment on the effectiveness of online classes on students?

Table 4.0 Effectiveness of online classes on students

N/ S	Statements	Strongly disagree	Disagree	Agree	Strongly agree	Mean	S/N
1	Online classes makes learning more flexible and convenient	0(0.0%)	3(7.5%)	20(72.5%)	8(20.0%)	3.13	.516
2	My adolescents enjoy online classes than my face to face class	6(15.0%)	20(50.0%)	12(30.0%)	2(5.0%)	2.25	.776
3	It offers adolescent higher education quality than face to face learning	15(37.5%)	17(42.5%)	8(20.0%)	0(.0%)	1.83	.747
4	I can see my adolescents easily understand subject taught on line than the face to face learning	15(37.5%)	24(60.0%)	1(2.5%)	0(0%)	1.65	.533
5	It affords adolescents opportunity to be lazy	0(0%)	12(30.0%)	17(42.5%)	11(27.5%)	2.03	.768
6	It gives adolescents opportunity to explore more than face to face learning	6(15.0%)	18(45.0%)	14(35.0%)	2(5.0%)	2.30	.791
7	Adolescents are less responsive on online classes	3(7.5%)	7(17.5%)	18(45%)	12(30%)	2.08	.616
8	Many assignments are left undone by adolescents	0(0.0%)	5(12.5%)	26(65.0%)	9(12.5%)	1.90	.591
9	There are so much distractions on online teaching	0(0.0%)	7(17.5%)	21(52.5%)	12(30.0%)	1.88	.686
10	Adolescents cannot have adequate interpersonal relationships in online training like face to face class	0(0.0%)	1(2.5%)	24(60%)	15(37.5%)	1.65	.523
11	Online classes are not challenging enough for adolescents	0(0%)	9(22.5%)	23(57.5%)	8(20.0%)	2.03	.660
12	Online classes inhibits healthy competition among adolescents	4(10.0%)	15(37.5%)	15(37.5%)	6(15.0%)	2.43	.874
13	It is cost intensive	0(0,0%)	14(35.0%)	17(42.5.0 %)	6(15.0%)	1.88	.757
14	Inadequate electricity supply is a major hindrance	4(10.0%)	9(22.5%)	15(37.5%)	12(30.0%)	2.13	.966
15	It may endanger the sight of the adolescent	0(0.0%)	19(47.5%)	14(35.0%)	7(17.5%)	2.30	.758

16	Online classes would have been the best if adolescents can still mingle with classmates	1(2.5%)	13(32.5%)	10(40.0%)	10(40.0%)	2.13	.822
17	If care is not taken, online classes can make education lose its formality	2(5.0%)	11(27.5%)	11(27.5%)	16(40.0%)	1.98	.947
18	It fosters initiatives in the adolescent	3(7.5%)	9(22.5%)	24(60.0%)	4(10.0%)	2.73	.751
19	Online classes make adolescents improve on their IT skills	0(0.0%)	0(0.0%)	23(57.5%)	17(42.5%)	3.43	.501
20	Adolescents may not know how their work will be assessed in a clear and transparent manner.	0(0.0%)	7(17.5%)	21(52.5%)	12(30.0%)	1.88	.686

Table 4.0 displays the findings of teachers' assessment on effectiveness of online classes on adolescents respectively. Majority 97.5 agreed that online classes makes learning more flexible, just 35 agreed that adolescents enjoy it. 20 agreed that it offers adolescents higher education quality and 2.5 agreed that adolescents understand subject better online than face to face. 70 consented that adolescents have the opportunity to be lazy, just 40 agreed that adolescents explore more on online classes. 77.5 consented that adolescents are less responsive and 87.5 confirmed that adolescents leave many assignments undone 82.5 agreed that online classes present so much distraction to adolescents. Majority (97.5) agreed that online classes inhibit interpersonal relationships among adolescents. 77.5 agreed that it does not pose enough challenges to adolescents. 52.5 agreed that it inhibits healthy rivalry among adolescents. 77.5 agreed that it is cost intensive, 67.5 consented that electricity supply is a major problem to online teaching for adolescents, 52.5 agreed that online teaching can cause eye impairment, 65.5 agreed that it would have been the best, if adolescents can mingle. 67.5 of the respondents agreed that it may make education lose its formality to adolescents, while 70 agreed that it fosters initiatives., 100% agreed that it improves the adolescents' IT skills while 82.5% consented that adolescents may not know how their work is assessed

Summarily, just 3 items on teachers' assessment (online class makes learning more flexible and convenient (1), it fosters initiatives (18) and it improves the adolescents' IT skills (19)) with 97.5%, 70% and 100% respectively agreed that online class is highly effective on adolescents' performance. While the in the remaining 17 items teachers' assessment disagree that on the effectiveness of online class on adolescents' performance in Ibadan Southwest LGA

Discussion

The findings also indicated that the type of teacher-adolescent online engagement is effective, according to teachers' assessment. Just as the result of the study the traditional asynchronous mode is popular than the synchronous (Johnson and Aragon, 2003). The modality is in line with Muller, Gradel, Deane, Forte, McCabe, Pickett, Piorkowski, Scalzo and Sullivan in assessing learning in the online modality in engaging students

The results from the study revealed that the majority rating of teachers' of online teaching on teachers' performance is low. This may be as a result of the fire brigade approach to the online classes, the asynchronous type adopted in which students are also not mostly present online at the same with the teacher, teacher not having the ability to see students being taught, inability to discipline erring students and the low reduction in the remuneration paid to teachers as against that of regular face to face class. The findings of this study therefore opposes the study of Frazer, Sullivan, Weatherspoon and Hussey (2017) which confirmed the effectiveness of online teaching on teaching performance in an asynchronous environment.

The study revealed that teachers' rating of online teaching on adolescents' performance is low. This may be as a result of the impromptu introduction of online classes to secondary school adolescents, their unpreparedness for it, unavailability of the necessary online gadgets and subscription and a lot of distractions on the adolescents' phones (social media like WhatsApp, twitter, Facebook and Instagram) There is the tendency that the adolescents are more concerned about all these than the online classes and study materials. The result of the study is against the findings of Herman and Banister, 2007 which found out that the online teaching platform proved effective in translating information where tested students successfully achieved learning outcomes comparable to students taking the face to face class. Also the result of this present study revealed cost intensiveness as a reason for ineffectiveness of the online teaching on both teachers' and adolescents' performance. This against the findings of Kemp and Grieve, 2014 and Mahoney, Nicklen, Rivers, Fon, Ooi and Reeves (2015) which found online class to be cost-effective.

Conclusion

The study examined teachers' assessment on the effectiveness of online classes on both teachers and adolescents in junior and senior private secondary schools in Ibadan Southwest and revealed that online class was not effective on both teachers' and adolescents' performance in teaching and learning respectively. Though the mode of teacher and adolescent engage was deemed effective and appropriate by majority of the teachers, online class conducted in private schools of Ibadan Southwest during the COVID-19 lock down cannot be compared to face to face teaching in effectiveness on both the teachers' and the adolescents' performances.

Recommendations

Based on the findings of the study, the following recommendations are made

1. Private secondary schools should intensify training for teachers on online classes especially the synchronous online classes in which both teachers and students are present online at the same time, so as to be able to instill discipline in students, reinforce students' positive behaviour, allow teacher demonstrate the necessary gesticulations for teaching and encourage healthy rivalry among students during online classes
2. The government should make available the option of E-learning, especially online classes in all secondary schools, on a regular basis so as to avoid fire brigade approach, when face to face learning is not possible.
3. Private secondary schools should also make available the option of online class to both teachers and students, on a regular basis, so that both teachers and learners are in tune to it.
4. Parents and guardians of secondary school students should monitor their children and wards and ensure their assignments are done and duly completed.
5. Network providers should improve on their systems to ensure good and high speed internet services in both rural and urban areas
6. The Nigerian government should address the issue of power failure in the country

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