

## **COVID-19 PANDEMIC LOCKDOWN: ONLINE PLATFORMS AS PANACEA FOR EFFECTIVE TEACHING AND LEARNING IN NIGERIAN SECONDARY SCHOOLS**

Aliyu Yunus, Saidu Abubakar & Zeinab Assake Abudu

### **ABSTRACT**

This research is to examine online platforms as panacea for effective teaching and learning in Nigerian secondary schools during covid-19 pandemic lockdown. Three objectives were stated in this chapter by investigating the online platforms that are available to Nigerian secondary school students during COVID-19 pandemic lockdown, determine the accessibility of online platforms to secondary school students during COVID-19 pandemic lockdown in Nigeria and investigate the usefulness of online platforms among the Nigerian secondary school students during COVID-19 pandemic lockdown. Furthermore, descriptive statistics such as mean, standard deviation and percentage were used to analysed above objectives. It is shown that the majority of Nigerians secondary schools students disclosed that online platforms such as google, Decebo, Adobe, class-captive and among others are available for learning during Covid-19 pandemic lockdown. It is discovered from this finding that RCampus online platforms makes them have access to the learning discussions, assignments and video links with a mean of 3.70 or 91% among the ten items. Indisputably, the total mean of ten items 24.93 reveals that online platform assists and helps the learners in a useful and positive way during the outbreak lockdown in Nigeria. Similarly, the outcome of this result also agreed that students feel academically and socially integrated since they exposed to online platforms with a mean score of 3.50 between all the ten items. Thus, this study contributes significantly to Nigerian governments (Federal, State and Local) to direct all Nigeria secondary school students to be involved in internet and Information Communication Technology (ICT) with their subject teachers in order to ease academic activities between educators and leaners particularly in during critical condition like the plague situation the all globe is passing through.

**Keywords:** covid-19 pandemic, online platforms, teaching and learning

### **INTRODUCTION**

Coronavirus can be described as newly detected respiratory disease which its outbreak was first detected from a region in China called Wuhan and permeated to other parts of the world such as Italy, Iran and South Korea with more than 100 countries are infected. This virus is quickly spread and contacted through the infected person which also affects global economy right now. It is noted that the rapid spread of this pandemic has called for urgent close down of almost all facets of affected countries' activities such as education that is most powerful aspect in the world. Kinsell (2009) cited Nelson Mandela, the first president of post-apartheid South Africa where he defined education "as the great locomotive of personal development. It is through education that the daughter of a farmer can become a doctor, that the son of a mineworker can become the head of the mine that the child of a farmworker can become the president of a great

nation. It is what we make out of what we have, not what we are given, that separates one person from another.”

Undeniably, the importance of effective education for citizens of a country cannot be trivialised. However, it is expected and very crucial to look for another way of passing knowledge to all learners such as technology advancement that we can use to improve the educational system and serve as an alternative during uncertainly periods like COVID-19 lockdown. Meanwhile, education is a continuous process that is expected to be received from cradle to grave, and it can take place anytime and anywhere. Notwithstanding, a strain of coronavirus known as COVID-19 pandemic has given rise to physical close down of schools all across the world. Universally, over 1.2 billion learners are out of classroom as stated by the World Economic Forum, 2020. As a result, the face of education has metamorphosed theatrically, with the distinctive rise of e-learning, whereby teaching is carried out remotely and on online platforms. It is further posited that online learning has been revealed to increase retention of information, and takes less time due to what coronavirus have caused.

Furthermore, in Nigeria, on the 27<sup>th</sup> of February, 2020, after the discovery of COVID-19 pandemic in Wuhan, China, the virus was detected by an immigrant from Italy and rapidly permeated in Nigeria. It caused so many activities to be shutdown as a measure to curtail the epidemic. In addition, schools were forced to close down due to contagious diseases and precautionary measures stated by the Nigeria Centre for Disease Control (NCDC) which are social distancing is one of them in order to prevent the virus infection. Students at all levels have immensely experienced disruption in their learning activities. Importantly, the need to transit instructional activities to online or virtual classroom is the boldest alternative to mitigating this disruption in academic activities. Many developed counties of the world have totally switched to online classroom as a solution to the difficulty. The need to rethink educational sector is very crucial in this world where knowledge is a mouse-click away. More so, the role of educators to classroom learning need to change as a reaction to technological advancements.

Meanwhile, this study seeks to investigate the effectiveness of online platforms as a solution to the teaching and learning in Nigerian schools during COVID-19 lockdown. Towards this development, various online platforms remain the only escape route for reconnecting with people in workplaces, schools, etc. These platforms contain tools for effective communication that is preferred in digital video, pictures, audio and texts. Furthermore, companies and businesses, use these media to communicate with their clients and customers and transactions are still going on. Though, it is believed that before the lockdown, most financial institutions in Nigeria already used this platform to reach customers via what is called online or e-banking where you can make any transaction without leaving your home.

According to Poe and Stassen (2000), online teaching and learning is faculty-delivered instruction via the Internet which includes real-time. They further explained that online education is divided in two approaches: first is synchronous while second is asynchronous learning. Poe and Stassen asserted that synchronous learning is viewed as to real time that is linked to instruction and collaboration through the Internet basis. It typically involves tools, such as live chat, audio and video conferencing, data and application sharing, shared whiteboard, virtual "hand raising", joint viewing of multimedia presentations and online slide shows. On the other hand, asynchronous learning method use the time-delayed capabilities of the Internet. It typically involves the use of tool, such as: e-mail, threaded discussion, newsgroups and bulletin board and file attachments. Asynchronous courses are still instructor-based but are not steered in real time, which means that students and teacher can participate in

course-related activities at their own pace and time rather than during specifically coordinated class sessions which is usually live-streamed. In asynchronous courses, learning does not need to be scheduled in the same way as synchronous learning, allowing students and instructors the benefits at anytime and at anywhere for learning.

Nevertheless, due to global disasters such as outbreaks that are prevailing nowadays which influence our educational system in a negative way and make any schools not functioning well. Zayapragassarazan (2020) revealed that this infectious disease called coronavirus throughout the world has required all the schools whether private or public as well as tertiary institutions to dangle learning aspect in order to look for preventive measures while the pandemic lasts. He further pointed out that with this action, educationists are expected to look for another avenue of teaching learners and engaging them on school's activities. Undeniably, this transmittable disease led many schools to use online means of teaching students in a useful manner.

Andrew Martin (2020) pointed out that relationship teaching between educator and learner has been established as an instructive approach that assists trainer to maintain the link with learner in the everyday course of learning. He further asserted that an online platform is very paramount that trainers are expected to use as an avenue of contacting with students in frequent ways. It is further pointed out that online teaching via video, class chat-group, email, google, and among others are useful for students in a positive aspect. Philipsen, Tondeur, Roblin, Vanslambrouck, and Zhu (2019) found out that online based is connected with the instructors, researchers and in-service teachers in order to help them to deliver well whenever they are with students.

Similarly, the Nigerian National Policy on Education (2013) reveals that online education which is also called open or distance learning as the use of variety of media and technology to provide and improve access to good and qualitative education for large number of learners. In this regard, the policy lays emphasis on accessibility of education irrespective of the location of the learner as the first goal of online education as stated in the NPE (2013) that "to provide access to quality education and equity in educational opportunities for those who otherwise have been denied." Hence, online platform for learning, accessibility and learner-centeredness are fundamental. Students can invariably access their class subjects and courses at their own pace which goes in concordance with their learning styles and time. In short, students can easily go back when they do not have a clear view of topics taught as there is a room for reiterative learning.

Also, coronavirus pandemic stay-home measure is a call for change in thoughts and adoption of the learning style beyond the four walls of the school. COVID-19 lockdown has made students' movement from home to places of learning restricted and the only operative alternative to disruption in learning is to embrace the use of online platforms for learning that contain necessary tools for effective and efficient instruction. Fortunately, according to survey conducted by Office of Academic Planning and Assessment at University of Massachusetts Amherst, over 50% of students that, over 50% of students that surveyed were fully interested in enrolling into an online course. More so, teaching online would offer teachers conveniences that are not available in traditional classroom settings; for instance, at-home office hours and also provide them flexible work schedules. Moreover, online learning can be fully online, with all instruction taking place through the Internet, or online elements can be combined with face-to-face interactions in what is known as blended learning (Horn and Staker 2011). However, other several studies have been carried out on the impact of online education in students' academic performance. These researches revealed self-accessibility of the learners at their own

pace and time. Schools are using information technologies with the objectives of increasing access, refining instructional quality and reducing costs related with traditional instruction.

Consequently, the general aim of this research is to investigate online platforms as panacea for effective teaching and learning in Nigerian secondary schools during covid-19 pandemic lockdown. However, the objectives of this study are to:

1. Examine the online platforms that are available to Nigerian secondary school students during COVID-19 pandemic lockdown;
2. Determine the accessibility of online platforms to secondary school students during COVID-19 pandemic lockdown in Nigeria; and
3. Investigate the usefulness of online platforms among the Nigerian secondary school students during COVID-19 pandemic lockdown.

### **Research Questions**

1. What is the availability of online platforms available to Nigerian secondary school students during COVID-19 pandemic lockdown?
2. What is the accessibility of secondary school students to online platforms during COVID-19 pandemic lockdown in Nigeria?
3. What is the usefulness of online platforms to the Nigerian secondary school students during COVID-19 pandemic lockdown?

### **METHODOLOGY**

The population of this research comprised of all the senior secondary schools across the six geo-political zones of Nigeria. Geographically, Nigeria is a Federal Republic that comprises 36 states and its Federal Capital Territory, Abuja. These states are divided into six geo-political zones: North Central, North East, North West, South West, South East and South South. Consequently, the research instrument used was a researcher-designed questionnaire titled “*COVID-19 pandemic: selected online platforms a panacea for effective teaching and learning in Nigerian Secondary Schools.*” Online questionnaire was used as an instrument to acquire information from the respondents based on availability, accessibility and productivity of these online platforms on the students during the lockdown.

The questionnaire was divided into three sections (A, B and C). Rating scale of Available and Not Available was used for Section A; Very Frequently (VF), Frequently (F), Sometimes (S) and Not at all was used for Section B; while Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree was used for Section C. Meanwhile, five hundred (500) online questionnaire copies were sent out through online platforms within a week to secondary school students. Out of these five hundred online questionnaire copies, 460 were retrieved from the respondents across the six geo-political zones. However, 70 respondents were from North Central, 80 from North East, 75 respondents from North West, 55 from South East, 112 respondents were from South West while 68 from South-South. The total of four hundred and sixty respondents were used as sample for this study which is in line with Anderson, Kelley and Maxwell (2017) who reported that low sample size may not give an accurate result which can cause errors in the data analysis. The validity of instrument was obtained from experts and series of corrections were made.

## DATA ANALYSIS

This part presents the data on the online platforms as panacea for effective teaching and learning in Nigerian secondary schools during covid-19 pandemic lockdown in relation to availability, accessibility and usefulness.

**Research Question 1:** What is the availability of online platforms to the Nigerian secondary school students during Covid-19 pandemic lockdown?

Table 1: Availability of Online Platforms to the Nigerian Secondary School Students during Covid-19 Pandemic Lockdown

S/N	Items	Available	Not Available
1	Google	400 (88.9%)	50 (11.1%)
2	Docebo	346 (76.9%)	104 (23.1%)
3	Adobe Captive	420 (93.3%)	30 (6.7%)
4	Class-pulse	410 (91.1%)	40 (8.9%)
5	E-mail	440 (97.8%)	10 (2.2%)
6	Buncee	348 (73.3%)	102 (26.7%)
7	Booksnap	440 (97.8%)	10 (2.2%)
8	Udemy	350 (77.8%)	100 (22.2%)
9	White board	400 (88.9%)	50 (11.1%)
10	RCampus	350 (77.8%)	100 (22.2%)

Table 1 shows the opinion of the respondents on the availability of online platforms to the Nigerian secondary school students during Covid-19 pandemic lockdown. 88.9% of the respondents admitted that google is available while 11.1% disagreed. 76.9% of the respondents believed that Docebo is available while 23.1% did not. 93.3% of the respondents affirmed that Adobe Captive is available while 6.7% believed that it is not available. 91.1% of the respondents posited that Class-pulse is available while 8.1% did not support it. 97.8% of the respondents asserted that E-mail is available while 2.2% stated that it is not available. 73.3% of the respondents agreed that Buncee is available while 26.7% maintained that it is not available. 97.8% of the respondents admitted that Booksnap is available while 2.2% disagreed. 77.8% of

the respondents believed that UdeMy is available while 22.2% did not. 88.9% of the respondents affirmed that White board is available while 11.1% believed that it is not available. 77.8% of the respondents posited that RCampus is available while 22.2% did not support it.

**Research Question 2:** What is the accessibility of secondary school students to online platforms during Covid-19 pandemic lockdown in Nigeria?

Table 2: Accessibility of Secondary School students to Online Platforms during Covid-19 Pandemic Lockdown in Nigeria

S/N	Items	Very frequent & frequent	Sometimes & Not at all	Mean	Standard Deviation
1	Google online platform is accessed for searching and solving of my assignment	400 (88.9%)	50 (11.1%)	3.42	0.67
2	I share knowledge and ideas through the use of Docebo online platform.	410 (91.1%)	40 (8.9%)	3.45	0.70
3	I transfer interesting story and vital ideas through Adobe Captive online platform	370 (82.2%)	80 (17.8%)	3.47	0.67
4	Class-pulse online platform create more collaborative learning environment for me	84.4% (380)	15.6% (70)	3.52	0.60
5	E-mail online platform for discussing and sending of my assignments is appreciated by scholars.	390 (86.7%)	60 (13.3%)	3.62	2.23
6	I visualise, communicate and engage with clear concepts and ideas through Buncee online platform	400 (88.9%)	50 (11.1%)	3.47	2.45
7	I access Booksnap online platform to interact with texts and learners	88.9% (400)	11.1% (50)	3.42	0.73
8	I access UdeMy online platform for video documents, video learning and PowerPoint files	380 (84.4%)	70 (15.6%)	3.40	2.07
9	White board is accessed for sharing, understanding and comprehending of my learning experiences	400 (88.9%)	50 (11.1%)	3.46	0.68
10	I access RCampus for leaning discussions, assignments and video links	410 (91.1%)	40 (8.9%)	3.70	0.73
<b>Total Number of items mean</b>				24.92	

Table 2 reveals the opinion of the respondents on the accessibility of students in secondary schools to online platforms during Covid-19 pandemic lockdown in Nigeria. 88.9% of the respondents chose Very Frequent and Frequent in Item 1 (Google online platform is accessed for searching and solving of my assignment) while 11.1% settled for Sometimes and Not at all. 91.1% agreed with Very Frequent and Frequent in Item 2 (I share knowledge and ideas through the use of Docebo online platform) while 8.9% stood on Sometimes and Not at all. 82.2% accepted Very Frequent and Frequent in Item 3 (I transfer interesting story and vital ideas through Adobe Captive online platform) while 17.8% opted for Sometimes and Not at all. Opinion of the respondents in Item 4 (Class-pulse online platform create more collaborative learning environment for me) shows that 84.4% agreed to Very Frequent and Frequent while

16.6% supported Sometimes and Not at all. In Item 5 (I have access to e-mail online platform for discussing and sending of my assignment), 86.7% of the respondents accepted Very frequent and Very Frequent while 13.3% chose Sometimes and Not at all. 91.1% of the respondents chose Very Frequent and Frequent in Item 6 (I visualise, communicate and engage with clear concepts and ideas through Buncee online platform) while 11.1% settled for Sometimes and Not at all. 88.9% agreed to Very Frequent and Frequent in Item 7 (I access Booksnap online platform to interact with texts and learners) while 11.1% stood on Sometimes and Not at all. 84.4% accepted Very Frequent and Frequent in Item 8 (I access Udemy online platform for video documents, video learning and PowerPoint files) while 15.6% opted for Sometimes and Not at all. Opinions of the respondents in Item 9 (White board is accessed for sharing, understanding and comprehending of my learning experiences.) showed that 88.9% believed in Very Frequent and Frequent while 11.1% supported Sometimes and Not at all. In Item 10 (I access RCampus for learning discussions, assignments and video links), 99.1% of the respondents accepted Very Frequent and Very Frequent while 8.9% chose Sometimes and Not at all.

**Research Question 3:** What is the usefulness of online platforms to the Nigerian secondary school students during Covid-19 pandemic lockdown?

Table 3: Usefulness of Online Platforms to the Nigerian Secondary School Students during Covid-19 Pandemic Lockdown

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1	Online platforms help me get involved in some essay competitions which yields great performance	380 (84.4%)	70 (15.6%)	3.43	0.75
2	I feel academically and socially integrated since I am exposed to online platforms	410 (91.1%)	40 (8.9%)	3.50	0.78
3	I gained more vocabulary, writing skill and correct spelling through online platforms	370 (82.2%)	80 (17.8%)	3.45	0.74
4	Online platforms facilitate my group work collaboration	82.2% 370	17.8% 80	3.45	0.74
5	Online platforms have exposed me to healthy interaction with experienced professionals and librarians	410 (91.1%)	40 (8.9%)	3.47	2.45
6	Online platforms have provided me with good learning experiences by consistently sharing ideas with peers	360 (80%)	90 (20%)	3.33	0.75
7	Online platforms make my schedule tasks easier	400 (88.9%)	50 (11.1%)	3.46	2.15
8	Through Online platforms online academic assignments are solved	390 (86.7%)	60 (13.3%)	3.43	0.77

9	Online platforms have broadened my knowledge on different subject matters	390 (86.7%)	60 (13.3%)	3.43	0.77
10	Through Online platforms, I can get all learning resources coordinated	270 (82.2%)	80 (17.8%)	2.74	0.32
<b>Total Number of items mean</b>				<b>33.69</b>	

Table 3 reveals the opinion of the respondents on the usefulness of online platforms to the Nigerian secondary school students during Covid-19 pandemic lockdown. 84.4% of the respondents chose Strongly Agree and Agree in Item 1 (Online platforms help me get involved in some essay competitions which results great performance) while 15.6% settled for Strongly Disagree and Disagree. 91.1% supported Strongly Agree and Agree in Item 2 (I feel academically and socially integrated since I am exposed to online platforms) while 8.9% stood on Strongly Disagree and Disagree. Opinion of the respondents in Item 3 (I gained more vocabulary, writing skill and correct spelling through online platforms) shows that 82.2% believed in Strongly Agree and Agree while 17.8% supported Strongly Disagree and Disagree. 82.2% accepted Strongly Agree and Agree in Item 4 (Online platforms facilitate my group work collaboration) while 17.8% opted for Strongly Disagree and Disagree. In Item 5 (Online platforms have exposed me to healthy interaction with experienced professionals and librarians), 91.1% of the respondents accepted Strongly Agree and Agree while 8.9% chose Strongly Disagree and Disagree. 80% of the respondents chose Strongly Agree and Agree in Item 6 (Online platforms have provided me with good learning experiences by consistently sharing ideas with peers) while 20% settled for Strongly Disagree and Disagree. 88.9% supported Strongly Agree and Agree in Item 7 (Online platforms make my schedule tasks easier) while 11.1% stood on Strongly Disagree and Disagree. 86.7% accepted Strongly Agree in Item 8 (Through Online platforms online academic assignments are solved) while 13.3% chose Strongly Disagree and Disagree. Opinions of the respondents in the Item 9 (Online platforms have broadened my knowledge on different subject matters) showed that 86.7% believed in Strongly Agree and Agree while 11.1% supported Strongly Disagree and Disagree. In Item 10 (Through Online platforms, I can get all learning resources coordinated), 82.2% of the respondents accepted Strongly Agree and Agree while 17.8% chose Strongly Disagree and Disagree.

## DISCUSSION

This research is to investigate online platforms as panacea for effective teaching and learning in Nigerian secondary schools during covid-19 pandemic lockdown. Three objectives were stated in this chapter by examining the online platforms that are available to Nigerian secondary school students during COVID-19 pandemic lockdown, determine the accessibility of online platforms to secondary school students during COVID-19 pandemic lockdown in Nigeria and investigate the usefulness of online platforms among the Nigerian secondary school students during COVID-19 pandemic lockdown. Moreso, descriptive statistics such as mean, standard deviation and percentage were used to analysed above objectives. It is believed that the majority of Nigerians secondary schools students admitted that online platforms such as google, Decebo, Adobe, class-captive and among others are available for learning during Covid-19 pandemic lockdown. It is revealed from this finding that RCampus online platforms makes them have access to the learning discussions, assignments and video links with a mean



of 3.70 or 91% among the ten items. Undeniably, the total mean of ten items 24.93 reveals that online platform assists and helps the learners in a useful and positive way during the outbreak lockdown in Nigeria. Similarly, the outcome of this result also agreed that students feel academically and socially integrated since they exposed to online platforms with a mean score of 3.50 between all the ten items. It is further shown that the usefulness online platforms make students to learn and have access to education resources with high overall mean score of 33.69 among the ten items. The outcome of this finding is positively conformed the study of Andrew Martin (2020) who posited that pointed out an online platform is very paramount that trainers are expected to use as an avenue of contacting with students in frequent ways. He further averred that online teaching via video, class chat-group, email, google and among others are useful to students in a positive manner. It is also in line with Zayapragassarazan, (2020) who disclosed that online learning is the best alternative to engage learners whenever any plaque breaks out in a county. Horn and Staker (2010) stated that using online technologies helped students to have access to different materials and enhance their academic performance in school which in agreement with this present study. Notwithstanding, the outcome of this chapter is also countenance with Philipsen et al. (2019) who emphasised that online based is useful to the mentors, investigators and in-service teachers in order to help their mentees in a positive way.

## **CONCLUSION**

This paper shows that during this pandemic lockdown in Nigeria, many online platforms are available to students to access in order to continue with their studies. It is also affirmed that many of this online teaching enhances their academic endeavours. Furthermore, the coronavirus has interrupted the day to day educational activities and affected the world economic which education is most crucial aspect of it. It is believed that students are the leaders of future and so, it is very important to look for the way out. Using all these online approaches for effective teaching, learning and assessment motivation, assist and motivate our students to unceasingly participate in the learning process. In addition, it also makes them familiar with virtuous study approaches and also have access to different online platform that could help them in their future endeavours.

## **CONTRIBUTIONS**

Naturally, this study contributes greatly by recommending to Nigerian governments (Federal, State and Local) to mandate all Nigeria secondary school students to be engaged in internet and Information Communication Technology (ICT) with their subject teachers in order to facilitate academic activities between educators and learners. Importantly, this paper also contributes by expecting Nigerian governments to introduce specific, measurable, achievable, relevant and time-based SMART behavioural objectives (Specific, Measurable, Achievable, Relevant and Time-based) that link to online based to be used in Nigeria secondary schools especially in difficult periods like the pandemic situation the entire world is passing through.

## **REFERENCES**

Anderson, S. F., Kelley, K., & Maxwell, S. E. (2017). Sample-size planning for more accurate

- statistical power: A method adjusting sample effect sizes for publication bias and uncertainty. *Psychological science*, 28(11), 1547-1562.
- Andrew M. (2020). How to optimize online Learning in the age of coronavirus (COVID-19): A 5-point guide for educators. This is an extended version of the online article posted at UNSW Newsroom: <https://newsroom.unsw.edu.au/news/social-affairs/how-optimise-online-learning-agecoronavirus> 16 Mar 2020.
- Horn, M.B., & Staker, H. (2011). *The rise of K-12 blended learning*. mountain view, CA: Innosight Institute.
- Kinsell, A. (2009). *Post-apartheid Political Culture in South Africa, 1994-2004*. A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in the department of History in the College of Arts and Humanities at the University of Central florida Orlando, Florida.
- Ministry of Education (2013). *National policy on education*. Revised Ed. Federal Republic of Nigeria (FRN). Lagos: NERDC Press NIDA.
- Philipsen, B., Tondeur, J., Roblin, N. P., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: A systematic meta aggregative review. *Educational Technology Research and Development*, 67(5), 1145-1174.
- Poe, M. & Stassen, M. (2002). *Teaching and learning online: communication, community and assessment-A handbook for Umass faculty*. Office of academic planning and assessment, University of Massachusetts, Amherst.
- Zayapragassarazan, Z. (2020). COVID-19: Strategies for engaging remote learners in medical education. *education*, 1000(9), 273.
- World Economic Forum (2020) on the COVID-19 pandemic has changed education forever. Retrieved online <https://www.weforum.org/agenda/2020/04/coronaviruseducationglobal-covid19-online-digital-learning/> 17 Feb 2020.

## **ABOUT THE AUTHORS**

### **ALIYU YUNUS (Ph.D)**

Department of Arts Education,  
Faculty of Education,  
University of Ilorin, Nigeria  
aliyu.y@unilorin.edu.ng

### **SAIDU, ABUBAKAR (Ph.D)**

Department of Arts Education,  
Faculty of Education,  
University of Ilorin, Nigeria  
saidu.a@unilorin.edu.ng

### **ZEINAB ASSAKE ABUDU**

Department of Arts Education,  
Faculty of Education,  
University of Ilorin, Nigeria  
zeinabudu@gmail.com