NEAR EAST UNIVERSITY

Graduate School of Educational Sciences, Department

of

Computer Educational and Instructional Technology

TOPIC: Competency of High School Instructors Towards the Use of Online Educational Tools: Case Study North Eastern Nigeria

PROJECT: Thesis

By

Idrissa Adamu

STUDENTS NUMBER: 20194662

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

USE OF ONLINE EDUCATIONAL TOOLS DURING COVID-19 LOCKDOWN: NORTH EAST NIGERIA

MASTER THESIS

IDRISSA ADAMU

Supervisor: Assoc. Prof. Dr. Emrah Soykan

NICOSIA

FEBRUARY 2021

Approval

We certify that we have read the thesis submitted by Mr. Idrissa Adamu titled **"Use of Online Educational Tools During COVID-19: North Eastern Nigeria"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

                    Name-Surname   Signature

Head of the Committee: …………………………………….

……………………………….

Supervisor: ……………………………………….

……………………………….

Committee Member: ……………………………………….

……………………………….

Head of the Department………………………………

……………………………….

Approved by the Graduate School of Educational Sciences

…../…../2021

Prof. Dr. Fahriye ALTINAY

DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Full Name: Idrissa Adamu

Field of Study: Computer Education and Instructional Technology

Signature: …………………………………………

ACKNOWLEDGMENTS

I would humbly like to give thanks to ALLAH and extend my sincere gratitude my advisor and at the same time served as my supervisor Assoc. Prof. Dr. Emrah Soykan for his tireless efforts for my entire masters' study period, for his endurance, inspiration, and immense knowledge. His supervision helped me throughout my research and writing process of this thesis. I could not have imagined having a better mentor for me.

I would also like to thanks to Assoc. Prof Dr. Huseyin BICEN, Asst. Prof. Dr. Fatma KOPRULU, Dr. Mart BASTAS and all the lecturers in the Department of computer education and instructional technology. Special appreciation to my jury member for their knowledge contribution on my thesis, Prof. Dr. Fezile Özdamlı and Assist. Prof. Dr. Ahmet Arnavut.

My sincere gratitude and appreciation go to my wife Aisha, my family member and friends for their support and encouragement.

USE OF ONLINE EDUCATIONAL TOOLS DURING COVID-19 LOCKDOWN: NORTH EAST NIGERIA

Idrissa Adamu

Department of Computer Instructional Technology

Supervisor: Assoc. Prof. Dr. Emrah Soykan

February, 2021

Abstract

The northeast region, Nigeria has over decade suffering from the lingering Boko Haram crisis, is still at the stage of recovery from the tricky humanitarian unrest that enforced school closure, dislodged and oppressed huge number of Vulnerable women, children and older populace to poverty, infection outbreaks, hunger and poor nutrition. Over 2.8 million younger generations are in desperate need of education in emergences in the region. Approximately 802 schools were shut down and 497 classrooms are completely demolished, while 1,392 were spoiled. Yet Covid-19 pandemic outbreak added to the struggle on ground. Internet learning (e-learning) is grounded as a standout amongst other academic methodologies lately. Notwithstanding various bits of writing tending to the importance and impediments of this kind of approach, little has been done on the difficulties engaged with the change from the face-to-face teaching strategy without a mixed way approach to a total online in a crisis period. The study channeled to investigate the use of online teaching tools in the northeastern states. Open ended questions were used, feedback received were detailed according descriptive analysis techniques. The study detailed that teachers were caught unprepared both in terms of knowledge of online teaching and tools that enable smooth facilitation and execution of online teaching method. However, blended methodology will serve as a powerful strategy to help teachers for a more successful and less excruciating migration progress. In light of the discoveries, it is applicable for all instructive foundations that utilization a conventional strategy to embrace a mixed way (blended) to support change to a total online if there should be an occurrence of crises. Notwithstanding, it was uncovered that internet teaching and learning advancement is costly, accordingly, there is a needs support from stakeholders for an effective execution.

Keywords: *Online Learning, Online Teaching, Covid-19, Digital learning*.

Table of Content

LIST OF FIGURES

List of Tables

List Abbreviation

NTA: National Television Authority

YBC: Yobe Broadcasting Cooperation

YTV: Yobe Television

UTAUT: Unified Theory of Acceptance and Use of Technology

NUC: National University Commission

WHO: World Health Organization?

NCDC: Nigeria Centre for Disease Control

US: United State

UK: United Kingdom

UNESCO: United Nation Educational, Scientific and Cultural Organization

EiEWG: Education in Emergency Working Group

CHAPTER I

Introduction

Usually when we talk about coronavirus (COVID-19) we focused on the life lost, the economy and the jobs. However, this pandemic is changing our world in many different ways and one of those ways is how educational system is functioning. The virus was detected at the end of the year 2019, in a sea food market in a town called Wuhan town in china, Huang et al. (2020). After extensive series of clinical investigation, it was revealed that the virus is highly contagious among people (Li et al., 2020; Paules et al., 2020; Wang, Cheng, et al., 2020). March 2020 World health organization do not hesitate to declare coronavirus disease which is popularly known as Covid-19 as a global threat against human life, considering the assessment of its quick spread and how severe it is. Concomitantly, announced social distancing as part of the emergency counter measure to reduce the spread of the covid-19 pandemic. According to online dictionary (Merriam-Webmaster, 2020) pandemic is a flare-up of an infection that happens over a wide geographic region or regions and influences an incredibly high extent of the populace. (W.H.O, 2010) defined pandemic as a global spread of new sickness. Social distancing is awareness development to keep a space in-between person to person as a measure to counter the spread of the virus (Red Cross, 2020; Center for Disease Control and Prevention, 2020). This pandemic has constrained the worldwide actual conclusion of organizations, sport exercises and schools by pushing all foundations to move to online environment. Online learning is characterized as a "learning encounters in a coordinated or offbeat condition utilizing various gadgets (e.g., cell phone, PCs, and related device) with availability of internet functionalities (Dhawan, 2020). According to (Fry, 2001) online learning is the utilization of web and some other significant technologies to create materials for the instructive purposes, instructional conveyance and the management of the activities. In these conditions, learners can be at

anyplace with total control to learn and interface with their teachers and other students (Singh & Thurman, 2019). Hrastinki, (2008), expressed that the two major category of online learning, asynchronous and synchronous coordinated internet learning are significantly contrasted however for online based learning to be successful and efficient, educators, associations, and organizations should have thorough comprehension of the advantages and constraints.

 Coronavirus disease, which is referred to as the 2019 novel coronavirus or '2019-nCoV' (Bender, 2020). Covid-19 is associated with Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV) that equally can be as fatal (Meng, Hua, & Bian, 2020). The virus can easily be transmitted within a short period of time through droplets or in any event, contacting surface metals or different materials which have been infected from whoever has respiratory issues. Both the elderly and younger age are vulnerable, no one is invulnerable to this new and highly contagious infectious malady once it hits the body, so all individuals are defenseless to its staggering impacts (Bender, 2020; Meng, Hua, & Bian, 2020).

Due to the high level of vulnerability especially in public gathering, schools around the world implemented unplanned educational mode, i.e., online teaching and learning, not only in Wuhan town where the virus originated but all the countries affected by the virus, on 19th March 2020 Federal Ministry of Education approve the closure of all traditional settings of schooling activities in order to curtail the spread of the virus among students. Each State in North-Eastern Nigeria has contextualized to this directive. UNESCO recommended the use of remote teaching and learning, in order to reach learners in all location. That has prompted a developing need to enable individuals to acquire applications that meet the remote teaching and learning processes. However, research shows that many instructors were caught unprepared to use the online educational tools (Cathy, 2020). Recently, secondary schools in Adamawa, Bauchi,

Borno, Gombe, Taraba and Yobe state. Automatically switched to distance learning by using various approach of distance learning technique to reach the learners during lockdown. Previous study was conducted by (Tayo O. & Adedayo T., Q., 2013) revealed that many of the secondary school teachers have limited or no knowledge of information technologies. Due to such mandated situation of pandemic the use of information technology has become necessary.

Education is the way toward encouraging learning, or the securing of information, abilities, qualities, convictions, and an inclination or natural tendency to behave in a particular way. "Instructive strategies incorporate narrating, talk, instructing, preparing and coordinated research" (Dewey, 1944). Education goes past the perusing and composing aptitudes it is believed to be. It is a heritage, an epitome of tremendous impartation of mindfulness, a connection towards power, a capable device in killing the hazard of ignorance that has tormented man for quite a long time. Instruction is a key, a signal of light in murkiness, a logic that stipends cognizance to the numbness of a superior world, a skillful toll in improving human consistent and scholarly thinking and giving man the ability to tackle issues successfully and proficiently. Dictionary.com characterized instruction as "the demonstration of granting or procuring general information, building up the ability of thinking and judgment, and for the most part for setting oneself up or others mentally for develop life" (Dictionary.com, 2017). 'Instructional method' as a methodology of tutelage, gives an essential understanding that 'training' isn't only an official or informal aptitude or foundation – scholarly and coherent thinking are additionally viewed as educational.

Education has long evolved from this ancient and sentimental approach of learning. Learning can only be achieved if the mind of the learner is captivated by the educational complimentary instructional tools aided by technology. Before someone can learn there must be someone to teach. These activities can be effectual by using the internet or integrating media

technology to enhance student comprehension about a topic of interest (Wu and Tai, 2016).

This paper aims to access the level of teachers' competencies in the application of online software for teaching and learning at the time of COVID-19 pandemic in multiple secondary schools in the north east, Nigeria.

Problem Statement

High School instructors have always had to cope with the dilemma working with instructional technology that is in a constant state of flux. Prior to COVID-19 pandemic as the result of massive Innovative technological development. The Nigerian National Policy on Education (FGN, 2004), Targets at upgrading and improving the competency of instructors in the development and advancement of effective utilization of instructional technology tools in schools. This shows that the nation acknowledges that the competency of teaching workforce towards the use of innovative technologies is very crucial to sustainable development and education for all, coincidentally coronavirus outbreak meet majority of teachers unprepared to teach remotely. This issue serves to alert all educators, not to have luxury of relying on their former acquired teaching skills and knowledge, since they have the responsibility of preparing individuals to face this rapid changing world.

Modern technology provides useful knowledge to minimize the gap between teaching at the time of coronavirus outbreak and school activities.

(Sad & Nalcaci, (2015), The rapid influx of computer web 2.0 tools technologies into educational environment has left many teachers unprepared to effectively utilize this contemporary instructional technology. Therefore, this study tries to investigate and describe the present skill, the apparent significance and the preparation needs as to

online educational software among educators in the research coverage area.

Aim of the Study

The aim of this research is to investigate the competency needed for high school instructors, towards the application of online educational software at the time of coronavirus pandemic. particularly, the study aimed to.

1. Identify the perception of teachers in implementing online educational tools for teaching and learning.
2. Identify the difficulties faced using online software for teaching and learning.
3. Determine the extent to which the Teachers use online teaching tools.
4. To identify the Teaching Methods and Instructional Design Competencies. Teachers' competency level towards instructional technology.

Significance of The Study

The intension of this research is to intensify understanding of the competency needed on resistance to online educational tools in teaching and learning. The author intends to shed light on how established variables of UTAUT can form a foundation for ascertaining the impact of external variables on internal, Internet deficit, knowledge and information, attitude, Digital devides and intention in online instructional technology usage.

Another benefit of this research is that it is the first study available to the North eastern Nigeria educational sector on the issue of online teaching processes by applying the UTAUT.

Another significance of this study is that the findings, and gathered information of this study will serve as a tool to all teachers to be acquainted with online educational tools and develop a teaching style and instructional material that best suit the need of their students.

Outcome of these research will provide baseline data and information for future researchers who are passionate to carry out related further studies.

Limitation of the Study
This study is limited to Secondary school teachers in North East Nigeria and only focused the use of online teaching software's.

Research Question
1. What are the view teacher's competency levels about online educational technologies?
2. What is the perceived competency level of high school instructors toward the use of online educational tools?
3. What are most widely use online learning tools used within the North East Region?
4. What are the factors affecting the use of online educational tools?

Theoretical Framework
Adoption- Diffusion Theory.
Examine the individual and the decision an individual makes to acknowledge or dismiss a specific innovation. In certain models, adoption isn't just the decision to acknowledge a development yet in addition the degree to which that advancement is incorporated into the fitting context (Straub, 2009).

Theory of reasoned action/ planned behavior.
links one's beliefs and behavior. It focuses on the attitudes towards behavior, subjective norms and perceived behavioral control, which combined shape an individual's behavioral intentions and behavior

Conceptual Framework
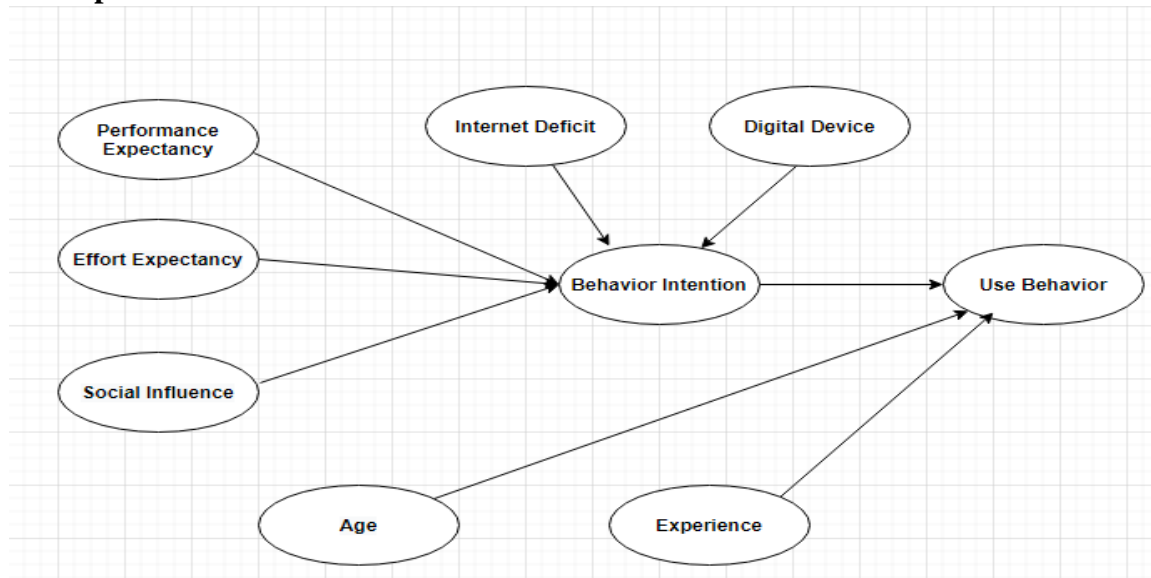
Figure 1: integration of independent variables into UTAUT model

CHAPTER II
Literature Review
Brief History of Online Learning.

In spite of the fact that it might appear to be that online learning had its beginning in the last part of the 1900s, the idea of distance learning originally came into training during the nineteenth century when the U.S. Postal Service was created. The thought of solid significant distance correspondence universities; where instructional notes would be disseminated through the postal assistance among teachers and learners. Today, at-distance schooling programs have gotten more refined and available because of the multiplication of the web and computerized innovation. Distance education is defined as a situation where the instructor and the learner are practically separated (Kentnor, 2015). In this case is might apply the use of various or blend technologies such as audio, video, computer and the internet (Roffe, 2004). Tip top institutions around the globe currently offer open courseware, online degree, and online classes that are both legitimizing and advocating the possibility of training from PC. A couple of huge headways, have molded and pushed distance learning forward since the last part of the 1800s. In 1873 the primary authority correspondence training program, called the "General public to Encourage Home Studies", was set up in Boston, Massachusetts by Ana Eliot Ticknor. The University of Queensland in Australia established its department of correspondence studies in 1911, which additionally depended on Australia's postal framework. The University of South Africa, today known as one of the world's open distance learning mega schools, turned into a champion and trend-setter of distance education when it reshaped its central goal and center in 1946.

In 1953, University of House made distance learning history when it stated offering the first televised college lesson on KUHT now referred to as HoustonPBS, happens to be the first open TV broadcast in the United

States. Alluding to itself as the "Channel that changes you" KUHT ran 13 to 5 hours of educational material every week, representing around 38% of the channel's total transmission time. Huge numbers of the courses broadcasted in the evening for students who worked during the day would have the opportunity to see the material.

Sarkar, (2020) In 1989 the University of Phoenix became the first institution to launch completely online university organization that offered the graduate and undergraduate degrees. in 1996, business people Glen Jones and Bernand Luskin started Jones International University, which happened to be the earliest licensed and completely run as online university program. Since the formation of these total online programs and schools related, distance learning has kept on exploring in a wide range of bearing. In 2003 the blackboard teaching staff revealed that forty thousand (40,000) educators were teaching one hundred and fifty thousand (150,000) online courses to over six million learners around 55 nations. In 2009 there were over 4.5 million learners receiving online lectures, with a Master of Science in Business Administration (MBA) being the top degree offered in the United State. This pattern seems like it has come to stay at that time 83% of all U.S. organizations that offer online courses state that they anticipate an increase in the online enlistment in the coming decade. Online teaching and learning have likewise prodded changes in customary colleges, 93% of all physical schools offer online courses. An increasing number of colleges, such as the university of California Berkeley, Harvard University, and the Massachusetts Institute of Technology offer free online classes called open courseware that include video lectures and quizzes taken straightforwardly from class conversation.

Internet learning is getting more popular in present time. Supported by the vast accessibility of high-speed internet connection, utilizing new innovated technologies, for example, 4G and the soon to be delivered 5G,

internet-based learning is required to develop significantly within a reasonable time frame, the overall market size of internet-based learning is roughly $187.87 billion in 2019, 400% increase over what it was for only six years back. This remarkable development has been made conceivable not simply by the speedy advancing situation in the realm of innovation, but by the spread of education in the developing world. Specialist anticipate that the next wave of online learning will happen not in North America and Europe, but newly emerging market like Africa, India and China (Sarkar, 2020).

Source: Technavio report

Figure 2: emerging market into online learning

Online learning is not, at this point just restricted to colleges and universities. Directly integrated since elementary school level, online learning is steadily being consolidated into the educational plan (Sarkar, 2020).

Now, COVID-19 pandemic further outlines in the significance of internet learning in the present educational system, as it has demonstrated to be a boon to both the students and teachers alike who can't go to school because of the danger of illness spread. Beyond secondary schools, online learning is consistently expanding its piece of the pie at the pre-university level. Besides, e-learning is growing in presence above the traditional learning environment as well (Sarkar, 2020).

The potential impact of Covid-19 on e-learning enrolments
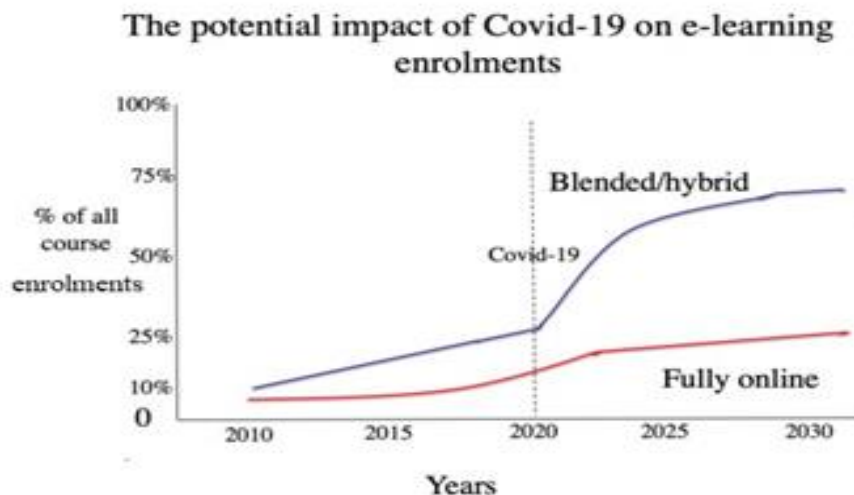
Source: University Affairs Magazine

Figure 3: Potential impact of Covid-19 on e-learning enrolments

Ongoing Developments in Online Learning

Online learning has advanced a long way beyond its unique abilities (Sarkar, 2020). One can argue that online learning is ceasing to be a useful descriptor for student's genuine encounters (Fawns, 2019) particularly in developed nations, where internet linked devices are in regular use, and the limitations for daily activities within users is becoming easy. It is not restricted to a pedantic strategy, which had a single direction discourse from instructor to the students (Gupta, 2017). Current advances in internet- based learning empower the learners to assume a functioning part in the learning circle (Gupta, 2017), with steady response and evaluations. This has significantly improved the adequacy of the teaching framework, bringing It on par with traditional classroom learning environment, where the compulsory digitalization of teaching and learning at the pace one of coronavirus pandemic is practically one of those popular themes (Jandric, 2020). A portion of the highlight that give an edge to online schooling are:

a. **Cheaper compare to Face-to-face teaching and learning strategy**. Expenses attached to education is declining (Sarkar, 2020), the cost incurred by the students drastically fall. Is shows that education is expanded and at a low price can be gotten.

b. **Different Types of Courses and Material are available**: in recent era, online courses and high-quality content are available with just a simple step, ranging from religion to commerce, philosophy to fashion designing, computer programing, panting and many more (Gupta, 2020). Due to mass closure of traditional teaching and learning method educators gets to practically realized both the difference and similarities of online education with their previous teaching processes (Chrysi, et al., 2020). However, experientially internet-based teaching is a noticed form of working practices for some educators (Nilson & Goodson, 2017; Gonzalez, 2009; Goodyear 2002).

c. **Study Groups**: Online education gave the opportunity to meet like-minded people around the globe by sharing ideas (Sarkar, 2020).

d. Convenience: online education might be in inform of time, financial value, area (Sarkar, 2020). Online education empowers the learners and the teachers to be available at be available at present edges of the world, in, various time regions, but then have the information conferred adequately.

Brief Summary of Covid-19
Covid-19 it was a coded name introduced by W.H.O which initially know as coronavirus disease 2019. The covid-19 flare-up remains one of the most exceedingly terrible worldwide pandemics for quite a very long time in the history of the world. The death rate took off and the ease of spread was disturbing. Research shows that elderly people and those with basic clinical issue like cardiovascular infection, diabetes, constant respiratory, and malignant growth were bound to create genuine ailment from virus (W.H.O, 2020). A portion of the side effects of coronavirus incorporate;

Sore throat, runny nose, consistent hacking/sniffing, breathing trouble and weariness.
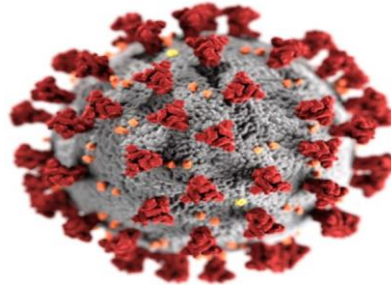
Figure 4: Morphology of Covid-19

Fiq 4: example of the morphology of covid-19; the club shape viral spike pelomers coloured red create the appearance of a corona covering the virion under an electron view (Wikipedia, 2020a).

There were no reliable medicines to cure coronavirus, yet series of investigation were in ongoing around the world struggling to find clinical antibody for the disease. Notwithstanding, the best option for now pending clinical vaccines is that of social change will help contain the spread of the virus. Among the various counter measures to tackle the outbreak of coronavirus involve but not limited to; change in each in each and every one attitude toward personal hygiene, which include steady washing of hands with alcohol based sanitizers, good respiratory behavior (e.g covered sneezing and coughing), what's more, other personal protection such as wearing of face mask, physical distancing, avoid unnecessary touching of face, and decreasing contacts with individuals through self-isolation at home or dodging unnecessary voyages or get-togethers. Covid19 is a worldwide issue that requires more activity coordination and worldwide collaboration to effectively contain the episode and to manage its fallout impacts. Therefore, the United Nations advanced for 2 billion dollars to help worldwide reaction endeavors towards handling the Covid19 pandemic. The outcomes of COVID-19

could be more extreme; if individuals don't go along or hold fast carefully to general wellbeing guidelines and exhortation said Dr. Anthony Fauci (2020) in his interview with NBC news.

World Attempt to Covid-19 Disease.

Forehanded take is the basic to the control of any disease outbreak, yet the coronavirus took the world by surprised including the most developed nations were caught the pandemic unprepared. However, shortly the world health organization came-up with guidelines and contemporizes on the most viable way to curtail the networking of the pandemic, taking-off from there most countries around the globe came-up their own in-house strategy build on it, in the fight against the spread of the pandemic. There was total lockdown in many geographical regions around the globe, institutions they were all closed for physical operations and ask them to prepare and work from various isolation environment. Some countries including Nigeria make use of the military and other security personnel to implement covid-19 limitations (Onyema. et al, 2020). Request for health materials ranging from protective gowns, sanitizers, face mask and hand gloves. Nations such as U.S and U.K. free-off their boarders for clinical professionals for those who has passion to treat the effects of coronavirus disease. Concomitantly huge social events and donning exercises were totally suspended at both local and international levels. The most popular prestigious events such as European Champions League games were played behind closed doors, they later equally suspended. Worldwide approached to covid-19 outbreak varied from nation to nation, however majority embraced the closure of school's approach as a way to contain the spread of the coronavirus disease. Others choose coronavirus approach around the globe especially as it associated to school's closure because of covid-19 are featured as follows:

On 19th March, 2020 the federal ministry of education granted the permission to close all face-to-face educational practices including both test and examinations for the period of one month effective 23rd same

month in a fight to stop the spread of the disease and each state in the north eastern Nigeria comply with this directive. In the united states, majority of the school were shut down their traditional teaching and learning method, and planned tests and exams was also suspended. Report revealed that many schools united states were forced to close because of covid19, Madeline, (2020) predicted that schools will remain close for the whole academic year. New York and the California States were among the most exceedingly terrible hit states in the U.S and the number of cases increase consistently regardless of strong counter measures set up by each level of government "state and federal governments" to contain the pandemic. At a point, the number of covid19 cases recorded in U.S exceeded China, however the nation is fully focused to vanquish the pandemic. In Spain, over 11 million students were influenced by school closure for alleviation of the spread of Coronavirus. Local governments in the nation shut down schools because of the rising cases of Coronavirus in the nation. The suspension of schools in Spain especially in Madrid prompted the suspension of work contracts for individuals who work at school cafeterias and in a specialized curriculum (El Pais, 2020). The lock down of face-to-face school activities of schools in Spain was extremely fundamental thinking about that the nation lost 849 individuals in a day because of Coronavirus. In Saudi Arabia, Middle East Monitor (2020), detailed that all schools and colleges across the realm were requested to shut down for Coronavirus by the Ministry of Education. The public authority notwithstanding, coordinated that "Virtual schools and distance learning be enacted to guarantee that the instructive cycle proceeds in a viable and quality way".

In Australia, Michael (2020) revealed that, many independent schools were closure at New South Wales while some moved to online classes. Understudies gain from home, while a few schools were opened yet actualized solid measures to guarantee social removing procedure. The kickoff of schools in the midst of the Covid19 pandemic was sponsored

by the Australian government. The Prime Minister straightforwardly reported that schools remained open in light of the fact that the public authority accepts that "children are generally are at a low risk to be infected by Covid19, and closing of schools could cripple clinical and their economy". The public authority referred to strong wellbeing case for keeping schools open, yet educators and guardians were concerned (ABC News, 2020). The country likewise prohibited open air social occasion of multiple individuals, while 18 billion dollars was additionally affirmed to relieve the spread and impacts of the Coronavirus. In Italy, schools were closure inconclusively, and the military were conveyed to help authorize limitations. Nonetheless, notwithstanding the measures set up by the public authority towards controlling the spread of Coronavirus, the nation turned into a focal point for the episode and recorded 969 Covid19 passing in a solitary day. In India, all schools and instructive establishments were shut down and the public authority forced "Janata" Curfew which confined all residents to remain at home to contain the spread of Coronavirus. The police additionally went round certain urban communities to make public mindfulness about the pandemic.

In France, the public authority requested the conclusion of all schools in a broadcast by President Macron. The measure was because of the expanded wellbeing emergency in the nation due to Covid. The nation was seriously influenced much the same as their partners in numerous pieces of the world. The Coronavirus were accounted for to have begun from Wuhan, China and it was the focal point toward the start of the flare-up. Schools and other public foundations were closure to moderate the spread of the infection. The conclusion of schools and different estimates set up by the public authority demonstrated viable and the pandemic was contained to an enormous degree. The nation additionally shut its boarders for some neighboring nations. In Iran, the public authority shut all schools as a feature of the preventive measures to end the spread of Covid. In spite of the fact that, the nation was among the focal point of the Covid flare-

up, and the losses of life in the nation were high. The Covid expanded Iran's financial issues, having been confronted with monetary approvals from the West prior. In Senegal, schools were closure to restrict the spread of COVID-19. The nation was the primary sub-Saharan African nation to shut down schools due to Covid. In South Africa, the public authority guided all schools to shut down because of the Covid pandemic. This is in addition the forbiddance of social gathering above 100 individuals. New cases were announced in the nation and campaigns for social changes were done to decrease the spread of the infection.

Germany, suspended all face-to-face academic activities in response to tackle how coronavirus disease spread among people.

In Russia, Schools were closed, and a few different measures were taken to end the pandemic. The loss of life for Covid in Russia was accounted for to be low, however gauges were set up to contain the pandemic.

In Nigeria, federal government requested a complete closure of schools. The choice was generally hailed, and the National University Commission (NUC), an administrative body for all colleges in Nigeria likewise surrendered a follow order to all colleges in the nation to close. The public authority likewise banned all social gatherings, as well as workers were advised to carry out their duties remotely. Nigeria first reported coronavirus victim was an Italian man who returned from Milan, Italy he was tested and confirmed positive for the covid19 disease, which was handled and letter discharged after clinical exercise (NCDC, 2020, & Onyema. et al, 2020). Since then the country keeps recording new cases of covid19. According to (Onyema. et al, 2020), said there is a need for Nigeria to do beyond her present status in terms of pandemic preparation and approach. Schools were as well closed in Ghana as a struggle to contain the spread of the disease. Lockdown strategy were also enforced in Ghana in an effort to reduce the spread of covid19 virus, 100 million United State was drawn from public purse to fund the fight against

coronavirus disease outbreak. The nation responded quickly to fight against the spread of covid19. Many countries around the world were faced coronavirus pandemic outbreak with no scientifically approved cure (W.H.O, 2020).

As many countries apply lockdown of every physical and social gathering including academic activities while in some nations such as Australia, Brazil, Singapore and Sweden the opposite happened especially in their educational schedules as their own understanding to contain the spread of the infection (Onyema. et al, 2020). unplanned suspension of schools was quite a significant strategy to curtail the spread of the pandemic, on the other side it had mounted devastating effects on many students worldwide especially North East Nigeria that already has been suffering from civil unrest.

Impact of Covid-19 on Traditional Schooling System.
Based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) observing committee, more than 100 geographical regions enforced total curfew, affecting beyond fifty percent of the global learners (UNESCO, 2020a). there are a lot of opposition on the move against the strategy of contain the spread of coronavirus not only in underdeveloped nations even the developed countries citizen and some leaders such as Britain Prime Minster, Boris Johnson, but later agree that suspension of schools will bring down the rising number of confirmed new cases of pandemic (ABC News, 2020).

Competency
Lee (2014), Characterized competency as set of related aptitudes, learning capacities and conduct, which can impact the principal part of specialized work. Chee sen et-al, (2018), competency is the capacity of person to apply the learning aptitudes and disposition to finish the given errand that can be assessed. A competency is something beyond knowledge and skills; it includes the capacity to satisfy complex needs by drawing on and preparing psychosocial resources (including abilities and mentalities) in a

specific setting. Competency is fundamental to an instructors' quest for excellence (Nessipbayeva, 2015). (Chee Sern, Hamisu, & Mohd Salleh, 2018), Competency: The mix of noticeable and quantifiable learning, aptitudes, capacities and individual ascribes that contribute to enhanced employee execution performance and eventually bring about hierarchical achievement. The American Association of School Administrators (AASA) scrutinized potentials of a good instructor and advised that there are two categories of attributes: (a) management and instructional strategies and (b) personal characteristics (Demmon-Berger, 1986).

High School Instructors
According to (career explorer.com, 2012) is a person who gets prepares and teaches academic, technical professional or specialized subject public and private secondary schools, popularly known as grade 9-12. The subject taught could be science, language, or any grade level subject. Teachers have direct impact on students' education and outcome (Witcher et al., 2003).

Online Education
According to (UNESCO, 2020), Coronavirus pandemic has been the greatest interruption to educational institutions the world has ever experienced, influencing over 90% of the word population. Many countries switched to online based distance education to ensure that learning continues. Distance education sometimes known as Virtual school, consist of 100% of teaching and via internet and teacher provided online tools. In this type of teaching environment physical interaction doesn't take place (study.com, 2019).

Online Learning,
(Jacob, 2020) investigated the aspects of covid19 lockdown on the academic activities of secondary schools in Abaji area council of Federal Capital Territory, Abuja, Nigeria, he found that as the result of mass closure of schools in Nigeria, as instructed by the federal ministry of education in order to contain the spread of coronavirus disease, both

private and public schools shut down their face-to-face teaching practices. His research consists of eight secondary schools in the area and eighty teachers were sampled using simple random technique. The data were obtained through structured questionnaire and analyzed with simple percentage method, subjected "Effects of Covid19 Schools Close Down on The Senior Secondary Schools Academic Program Questionnaire" and reliability of these tools was observed through the test and re-test approach. Outcome of the investigation revealed that covid19 lock down affected the entire schooling programs of secondary schools in the area, concomitantly, the researcher proposed to the education authorities and the educators to close the gap learning disruptions caused by pandemic lock down.

(Olasile Babatunde Adedoyin & Emrah Soykan, 2020), called online studies during coronavirus lock down as emergency approach and they further revealed that the migration is unprepared, however in as much as it has weaknesses it also comes with some opportunities.

(Micheal, O. & Allison, Q., 2020), conducted study to on the opportunities, challenges and availability of online required tools to improve the mission and ascertain the linkage between the schools that has active technology and the ones with none. They used survey method to get data from the respondent, as well as simple sampling approach was used for selecting subjects. One hundred (100) Senior Secondary School students from ten (10) various school in northern Nigeria, each student received the questionnaire through his principal, descriptive statistical instrument was used to analyzed the responded questionnaire. They found that majority of the schools in northern Nigeria were facing poor instructional technology equipment such functional computer lab, internet, insufficient electricity supply and poor concentration by the students. They further explained that retention of knowledge is as well an

area of concern as a result of unsteady electricity and limited internet bandwidth.

CHAPTER III

Methodology

The research is a descriptive case study, in gathering information, semi structured interviews suitable for qualitative research techniques are applied. (DeJonckheere M. & Vaughn M., L., 2019) said this type of research method, regularly comprises of a discussion between the researcher and respondent, guided by an adaptable interview convention and enhanced by follow-up inquiries, tests and remarks. The technique permits the investigator to gather open-ended information, to investigate participants' views, emotions and convictions about a specific topic and to dig profoundly into individual and some of the time delicate issues.

Types of Research Study

Descriptive research was carried out using semi-structured interview to ascertain high school teachers, use of online teaching tools at the time of coronavirus schools' closure. Seeing is the only the way out if needed to continue with school activities which is very necessary. Semi-structured interview is efficient to examine and to accomplish the most reliable result, while empowering the respondent to communicate and address the subject in detail (Kvale, 1996), The normalized idea of the examination question helped to ground the interview on singular requirements (Patton and MQ, 2002) despite the fact that they were focused on pre-decided inquiries.

Research Sample and Sampling Technique

The sample comprised of teachers of secondary schools in north east region Nigeria regardless of where they educate. In any case, information from 82 teachers were gathered online from a survey created and administered by utilizing Google structure. In this era many teachers are

active on social media platform such as WhatsApp. The access to the forms was made available 23rd November to 29th January, 2021.

Purposive sampling strategy was used to focus on teachers since they were forced to change from traditional educating to web based instructing due to the COVID-19 pandemic. This sampling procedure was deemed suitable since it centered on a single attribute of the masses concern (Dissertation, 2012) as well careful data about the examination questions (Stake, 2000). Once more, in purposive sampling, individual judgment is pertinent to choose cases that help answer the exploration address or accomplish the planned examination destinations (Dudovskiy, 2018). At first, all coaches at secondary school utilize the conventional eye to eye academic methodology with no online experience. Accordingly, Teachers were deemed suitable for this study since they are at the frontline to this experience, and to give data on the difficulties and the opportunities they were faced with during the web-based educating approach. In view of the motivation behind the examination, a homogeneous sampling strategy was picked in light of the fact that the Teachers have a place with a subgroup inside the teaching occupation with comparable qualities (Thornhill et al., 2009). Notwithstanding this kind of inspecting procedure low in dependability and high in inclination (Dudovskiy, 2018), the current examination requires a set number of individuals (Teachers) who can share encounters on the difficulties confronting them in an internet educating circumstance.

The population of this study consist of 80 teachers in the High school in North-Eastern State of Nigeria. The larger portion of the participant of the study are male (66.25%), while (33.75%) are female.

Research Instrument
The researcher developed interview questions based on thorough review of related literature, due to the recent situation that restricted formal interactions. Resulted to fully utilized online survey mechanism (Google

form) software, titled "Use of Online Tools During COVID-19" the URL to access the questions were delivered the Teachers' through there principals WhatsApp profile. these tools served as one of the most suitable online survey instruments. (Kent State University, 2021), sees Google forms as a mechanism to construct paperless data collection instruments. The Google Forms is a cloud-based information control device utilized for planning and creating electronic questionnaires, also easy to distribute and it can accommodate a cover a number of respondence at a very minimal cost (Raju & Harinarayana, 2018).

Study Group
This study has a total number of 80 secondary school instructors in the North East Nigeria, Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe State.

Fifty-three (53) of the instructors are male, (27) were female

Method of Data Collection
Interview question were developed by the researcher and after scrutiny by the team of expert in the field, approved by the Near East University ethics committee. Copy of the questions were created on Google Form application, the instrument was distributed to the target individuals online. Using WhatsApp messaging tools.

Data Analysis
Descriptive analysis has been performed on qualitative data collected throughout the research. Descriptive analysis has been conducted following the steps of coding of the data, identification and organization of themes and finally identification and analysis of findings. Also, frequencies of data have been quantified and tabulated.

CHAPTER IV

Findings

Findings acquired in the investigation depends on the 82 responses received from secondary school teachers in North East region in Nigeria. all qualitative data received were analyzed using coding, identification and organization of themes and finally identification and analysis of findings. Also, frequencies of data have been quantified and tabulated. This chapter present the findings and Discussion.

Opinions of instructors regarding the application of emergency online teaching during the outbreak of coronavirus pandemic in their various schools, based on the response collected from the interviews are outlined ahead. Codification, tabulation technique is used to analyze the information received from the participants based on the outcomes of the interviews questions the researcher created. Below are tables developed by the examiner with a comprehensive response related to the interview questions.

a. **Teaching Style used by teachers during covid19 pandemic.**

Measures taking by teachers for education purposes during covid19 are outline in Table 1.0

Table 1.0: Step taking to ensure teaching and learning do not stop at the time of lockdown

Measures	f
Teachers remained no plan as the result of limited competency	43
Migration to online platform	25
No measures for education purposes during lockdown as the result of inadequate	

Infrastructures	8
No measures taking for educational purposes during lockdown as the result	
of finance	2

As the Table 1.0 above shows, it indicated that majority of the teachers remained seated with no effort to take advantage of online technology to teach their students during the physical lockdown. As the result of insufficient knowledge. However, almost more than half doe's teachers who were left with no effort to teach caused by limited knowledge they migrated to online platforms. Eight (8) of the teachers which is (6.4%) of the teachers reported that they took No measures for educational purposes during lockdown as the result of inadequate infrastructures. according to (Simon B, & Hans H, S., 2020) the school closure will affect global education at large.

Statements of few teachers as regards to the comments above are drafted below.

Teacher I. 1: *Everything remained unattended just as the the name implied lock down everything stopped actually students were not happy as well as we the teachers i wish i have come up with a way out by taking the advantage of internet and social media platforms but everything considering the cost involved and at that time i was not financially sound that what folded my intentions if not i would have migrated to online teaching using the most suitable online educational software that will be best for me, students and the environment as a whole.*

Teacher I. 2: *we don't even have good internet and our student and we the teachers we don't know this online teaching to the level reach for me to implement*

Teacher I. 3: *I personally tried to reach my student online, despite there was no official arrangement to go online.*

Teacher I. 4: *As school lock-down we also remain idle doing nothing but the State Government through the state ministry of education teach Via TV and Radio and live Facebook and Google classroom for does that have device to connect but there was no record of CA or exam is just for them to stay engage*

Teacher I. 5: *After some two weeks i migrate to online to some few of my students who can afford to join*

Teacher I. 6: *I organized extra lesson on google classroom.*

Teacher I. 7: *I took a measure that seem to be only viable one which is online teaching*

Teacher I. 8: *Actually, there is no any effort made, impact there is no available resource other than the effort made by federal government TV and Radio distance learning mode*

Teacher I. 9: *There was no official measure as regards to that but i thought of trying to find solutions for my student's u fortunately I could not.*

Teacher I. 10: *Nothing by the school and personally as well but state teaching service board in conjunction with federal ministry of education, education emergency they introduced TV and Radio. teaching method using the state radio and TV station.*

Teacher I. 11: *There is nothing I could do because am battling with what to feed my family.*

Table 2. Selection of online software used by teachers for teaching purposes during covid19 pandemic were outlined below.

Online teaching tools used by teaching at time of coronavirus study from from home.

Software	f
Use of state TV and Radio stations	31
Use of Edmodo, WhatsApp and Facebook	17
Integration of Google classroom	15
Utilization Google meet video conferencing tool	9
Used zoom application	1

Based on Table 2 above its clearly pointed out that thirty-one (31) teachers that's 24.8% of the participant of the study rely on the Television and Radio teaching. Meanwhile, other teachers take the advantage of social network applications considering that the majority of their students are active on such site. Google meet was not popularly used by the teacher at this time. However, some teachers expressed their concern that all these was caused by lack of exposure with these platforms.

Few feedbacks of some teachers linked to the expressions are detailed below:

T.I. 1: I started teaching them on Facebook, WhatsApp, Edmodo and later on i used google apps.

T.I. 2: Zoom and google meet but not all students were able to participate, as a result not able to afford the suitable device and internet subscription.

T.I.3: Facebook live lesson, Google classroom and google meet to each my student especially those that have the device. But is voluntary to connect carryout the home work, it was just like extra moral lesson.

T.I. 4: I have not done anything electronically to teach however I, advised them if they can read on their own I, send the course outlines through text messages and for does that have WhatsApp application I snap the note and also send them short voice lecture on the WhatsApp app.

T.I. 5: I had about online teaching and learning but I have no laptop, and internet. impact I, don't have smart device.

T.I. 6: None from me but teaching service board introduced Radio/TV station teaching

T.I. 7: Students remain with only the TV and Radio Teaching and for our final year students we advised them to read their note.

T.I 8: Yobe Television (YTV), National Television Authority (NTA) and Yobe Broadcasting Corporation (YBC)

T.I. 9: Nothing but state apply distance learning method with the use of TV and Radio channels

T.I. 10: Actually, not internet teaching took place in my school.

Situations of person with learning disabilities

Table 3: Response of teachers regards to teaching special education at the time of study from home.

Disability category	f
Poor attention to person with learning disabilities	70
Physically challenged person, (polio).	5
Deaf person	2
Person sight issues (blind).	1

The Table 3, exposed the situations of persons with special learning needs which shows that their academic activities is seriously negatively affected during this pandemic lockdown, and physically challenged person such as polio and polio related are partially been considered, deaf, blind also poorly attended.

Below is some randomly selected feedback from the teacher's responses.

T.I. 1: Physically challenged person such as polio affected person two of them are in the class.

T.I. 2: Even the normal students were not having access to online teaching.

T.I. 3: Anyone who's disability does not prevent him from having access to any of my contents because its open access.

T.I. 4: Those with virtual effects such as blind and physically challenged person few of them are in my class.

T.I. 5: I, do not teach person with disability.

T.I. 6: I, was not having anyone even before the Covid-19 lockdown.

T.I. 7: Blind people who can listen to voice.

Perception of teachers during the transition process to online teaching.

Table 4. feelings of teachers during the migration process to online platforms.

Expectations	f
No migration to online teaching and learning	42
Feeling impossible due to lack of supporting online teaching and learning materials	15
Negative feelings on its acceptance effectiveness.	8
Is difficult to teach online	6
The lockdown gave me the opportunity teach online.	4
I think is just a waste of time students will no assimilate.	3

In Table 4: in seeking the teacher's feelings towards the transition process to online platforms, as it can be seen above. No migration to online teaching and learning appeared to be with the highest frequency, this shows that the covid19 closure largely disrupt learning activities in the region. And feeling impossible due to lack supporting online teaching and learning tools has 15 occurrences, there are few negative feelings on its acceptance and effectiveness. were four (4) teachers 3.2% took the advantage of the lockdown to explore their online teaching knowledge, at the same time three (3) respondent 2.4% think that he whole of online is a waste of time that students will assimilate.

Below are few among the responses directly on the interview question as regards to their feeling during the transition process.

T.I. 1: I believe is not possible since we lack the main resources to execute it.

T.I. 2: it was great, I emerging how i wish i knew about this online teaching earlier before the lockdown even is not all my student i was able to reach during online classes.

T.I. 3: Actually, I didn't feel anything different because i have little experience of online learning.

T.I. 4: I feel reluctant for the opportunity to test my little skill of teaching with technology.

T.I. 5: I, had feel nothing because i had no Online related teaching experience at that time.

T.I. 6: I future difficulties and negative turn around, but thank God the opposite happened i finally got accepted from both the students, parents/guardian support.

T.I. 7: Scared, thinking is a west of time and resources.

T.I. 8: I assumed it will be very hard and my students will not able to use it and assimilate better.

T.I. 9: Due the unpreparedness i believe is not going to be possible.

T.I. 10: Negative expectation towards the thing.

Classroom management during the online live session.

Table 5. Teachers views as regards to the question on online class management during the live session.

Views	f
Do not conduct any online class at this timed	51
Parents/ guardian, support to control classes online	9
No control	6
Use of software functions	5
Development of gaming strategy	4
Incorporated online quiz during the live session at a time interval	3

Table 5. above shows that 51 responses over 50% of the teachers do not teach online meanwhile, nine (9) teachers which is 7.2% reported that they seek parent/ guardian of the students for support and control purposes. Were six (6) had no control over what the the students do. In an effort to manage students during the live session very few teachers incorporated gaming strategies.

Some teachers' views in respect to these sentences are as follows;

T.I. 1: There was no control i send them reading materials such as audio, video and note, so they as read at their convenience and if anyone has question, he can post.

T.I. 2: I, send messages to the parents/guardians of my students telling them my intension and seeking for their support.

T.I. 3: There was nothing like that because i had no live meeting with them

T.I. 4: The students behave well during the class and i can see on their faces that they were very excited to see them on online conference anything i told them they followed

T.I. 5: Children are difficult to managed especially adolescent of technology era it was easy since they were used to internet of things. meanwhile i still introduced gamification strategies to keep them. focused to the class activities.

T.I. 6: Yea, control is not that easy but i tried to convinced them and show them that this is just like face to face therefore everyone has to behave well.

T.I. 7: I requested for their parent/guardian support them especially during the live session.

T.I. 8: Set target for each and every student.

T.I. 9: That was absent because there was no live session.

Technical issues faced by the teachers while using the online teaching software

Table 6: Opinion of teachers on technical challenges on the use of online teaching tools during pandemic lockdown.

Opinions	f
No online teaching	46
Unstable internet and electricity supply	16
High cost of internet subscriptions	6

Incompatible devices	5
Low memory space for download	3
Weak internet bandwidth	2

Table 6. appeared to described forty-six (46) teachers almost 50% do not encountered any technical challenges because they did not teach online. While sixteen (16) teachers 12.8% experienced unstable internet and electricity supply. High cost of internet data subscriptions 4.8%, Incompatible device 4%

Few among the responses are detailed below;

T.I. 1: Internet and electricity instability

T.I. 2: One of the major technical issues is inconsistency of electricity supply and sometimes the internet as well.

T.I. 3: At times subscription of Internet bundle cost a lot and electricity to charge my phone.

T.I. 4: Actually, some of my student due to their location internet is poor sometimes is completely not available. and even from my own part as well the network sometime is breaking.

T.I. 5: Internet slowness and the weight of the application if installed on mobile phone.

T.I. 6: I did no online teaching, however i wish i had the supporting tools such as laptop and Online related operation tools.

T.I. 7: Lack of internet, smart phones, laptop computer and other necessary supporting resources.

T.I. 8: Internet and electricity instability.

T.I. 9: Lack of internet stability and adequate knowledge to navigate through.

T.I. 10: Sometimes the network connection is bad.

Understanding of teachers in respect to difficulties faced during interactive online live session.

Table 7. Issues relating to effort making for successful interactive online lesson.

Perceptions	f
Absent of online teaching	45
Disconnection of internet and electricity	12
Interruption of online advert	5
Excess game play	4
Poor attention by the students	4
Use of social media during class	3
Students signing control	3
Strange feelings of new learning environment	2

As it can be seen in Table 7. Many teachers stated they do conduct any form of online live teaching during this time, this shows that the coronavirus lockdown caused negative disruption in academic activities in the region. Meanwhile, 9.6% of the total sampled expressed that internet and electricity inconsistency is the major problem to interactive session. Use of social media during class is the, students signing out and strange feelings of new learning environment by the student are the least outline opinion.

The statement of some teachers based on the above findings are stated below;

T.I. 1: Due to network breakage the and as the result of been a strange thing to the students i tried to ask everyone questions, i grouped my students and created like inter group competition and everyone in the group has a task to do for the group to get point.

T.I.2: some students were playing with their phones, unstable internet and electricity

T.I.3: internet and lack of concentration by the students since this is the first time of going online for both me and my students, we find it a kind of new things but as time goes on, we became used to

T.I.3: the students where very excited so everyone was like is eager to say something, but some student will just forward something irrelevant to the class activities. because ot that i try to explain to the how to secure the app to avoid been hacked and worn them for any post that is not related to our class discussion is minus 5-mark CA.

T.I. 4: Some students are ashamed to talk in the class but as time goes on the became comfortable with the live lessons.

T.I.5: I had no challenge because i had no Online related teaching experience at that time

T.I.6: I have not tried online teaching

T.I.7: Diversion of attention some student got distracted with other online site

T.I.8: Network and electricity supply

T.I.9: Some students were playing with their phones, unstable internet and electricity.

Problem relating to teacher experience navigating through the online platforms.

Table 8: Views of the instructors on their personal issues navigating through the online teaching technologies.

Views	f
No knowledge of using innovative technologies for education	45
Feeling incompetent as a result of very little experience teaching online.	23
Lack of finance to afford device fitted for smooth navigation	7
	3

Table 9. clearly exposed that no knowledge of using innovative technologies for teaching is the most popular response by the teachers. These is also similar to (Adediwura & Tayo, 2007) findings where students reported poor perception on their teachers teaching skills and attitude. Basically, there is no personal technology specifically best for teaching and learning, however ideas are frequently noticed as main element of ICT usability in classes (Ellis, J.R. W;

Blamire, R. & Assche, V., 2015). Feeling incompetent as a result of very little experience teaching online feedback by the teachers is also alarming where the least expressed concern is the Lack of finance to afford device fitted for smooth navigation to online teaching, this is as well similar to findings (TEP Centre, 2020). According to (Azubuike, Adegboye & Quadri, 2020) availability to afford internet and ICT tools will harness positive outcome for effective remote teaching. and very few leave no comment. Below are few comments by the teachers:

T.I. 1: Inadequate knowledge to navigate

T.I. 2: At the beginning of the lock-down i was having inadequate knowledge to navigate around, and enjoy some features of the tools such as recording, mute other participant and some few more at that time i only know how to create meeting and grant permission.

T.I. 3: Even if classes should hold i have no single knowledge to navigate i was not train and i have not tried to learn on my own but this lockdown has opened my eyes that there is no luxury and comfort with other teaching method.

T.I.4: initially, i have only few basic knowledges about the whole thing therefore i find difficult to move around like professional but consistency of usage and research gives me more knowledge about it.

T.I. 5: financing internet and technology

T.I. 6: I have no basic knowledge of online teaching.

T.I.7: Not at all because i use only WhatsApp application.

Table 9: Perception of teachers during the online teaching compared to their former teaching method.

Perception	f
No online teaching to comparison.	43
Online class is much easier.	14
Feeling comfortable in face-to-face teaching rather than online.	7
Face to Face is better	5
Access to more updated resources than face to face.	4
Blending the face to face and online teaching together.	4

Invalid	1

In Table 9. Forty-three (43) teachers, almost 54% of the sampled group responded that

they have not practiced online teaching during the lockdown to make comparison. 14 teachers said online teaching is easier, (Sammer, 2020) said online education is better than bricks-mortar strategies more than 17% reported that they feel comfortable with in-class teaching method. While 6% revealed that face to face teaching is better than online teaching. And the lesser response feels that online teaching gives the opportunity to get up to date teaching materials and if these two blends together their will be a positive result.

Below is teacher's response as regards to the above expressions:

T.I.1: I feel comfortable in face-to-face teaching than online.

T.I.2: I feel like if the two can be married together it will go along a way to help ease teaching and learning process teaching online is better.

T.I.3: how I wish I integrated online teaching together with face to face my work as a teacher would have been easier and students as well.

T.I.4: I can only imagine lockdown and free movement but in terms of teaching experience i had none remotely.

T.I.5: Feeling exited but most of my students could not join the class due to their geographical location no internet and electricity.

T.I.6: Online is simple and but if internet and electricity will be available the online will be better.

Teachers experience about their environment while teaching online

Table 10. Opinions of teachers on the environment around during online session

Opinions	f
Non availability of online teaching to experience environmental behavior.	45
Interruption of family member	10

Dog barking and another animal nuisance	9
Noise of people, pets and daily life operating equipment	7
Problems associated with internet availability	5
Very decent supporting environment.	2

Above Tabulated instructors concern, the highest on the question how was the environment around you during the online live lesson, unfortunately the most common response is non availability of online teaching to experience the environmental behavior. 13% stated interruption from a family member, 12% complain of dog barking and other livestock nuisance. Very few amounted 3% said the environment is very calm and suitable.

Concern of some instructors on the issues related to environmental behavior are listed below:

T.I.1: The environment sometimes doesn't support conducive teaching and learning due to the noise of children and other business operating equipment such as generator and another machine.

T.I.2: Even if I had the online session my environment is very noise there is private grinding machine next to my house

T.I.3: I sometimes have uninvited sound such as family member might just come in

T.I.4: sometimes there are disturbance, such as dog backing, heavy duty truck

T.I.5: Is not ok for live lesson due to people and machines sounds

T.I.6: Is sometimes attention taking noise of neighbors or animal sound such as cow, ram, goat and even dog barking

T.I.7: I had not monitored the environment behavior because i had no Online related teaching experience at that time

Teacher's comments on positive aspect use of online tools for teaching are stated in Table 11.

Table 11: Instructors views as a feedback to the question on the positive experience teaching online during COVID-19 pandemic lockdown.

Views	f
No online class observed	45
Opportunity to assess and evaluate student performance easily	7
stress free way of sharing various study material to learners	6
Ability to make-up class, test, and exams its make students' management simpler	5
access to sufficient up to date quality content	4
Communication made easier	4
Time management privilege	3
Overcome time limitation and ability to accommodates large number of students	3
Students learn faster	1

As it can be noticed in Table 11. 57% of teachers responded, no online class observed within the pandemic physical restrictions. 9% stated that the online teaching gives them the opportunity to assess and evaluate students' performance easily. 8% explained that they noticed, stress free way of sharing various study material to learners. 6% of the teachers responded that use of online platform gives them the ability to do make-up class, test, and exams, it's also makes students' management simple. However, 5% of the teachers sees that use of online software for education gives them access to sufficient up-to-date quality teaching content and easy communication between the students and the teachers. Least as regards to this question is time management and ability to accommodates a large group of learners.

Below are few comments by the instructors as regards to expression above:

T.I.1: My positive experience was basically on the part that i was able to share some high-quality resource with my student such as videos etc. and me myself i was able to learn a lot through the help of online and i meet a lot of teaching around the world.

T.I.2: I observed that internet has a lot of potentiality which as a teacher i can use to improve myself, l gets a lot of teaching skills as the result of this emergency online teaching.

T.I.3: I was able to reach some of my students even though not all, and i learned new teaching process and how to get high quality resources.

T.I.4: I archived having access to updated reading materials.

T.I.5: I was able to reached new teaching and updated note on various topics.

T.I.6: One of my sweetest experience was that i can do beyond what i carry-out on traditional method evaluation of result using Google classroom and students can drop me a message in a chat box not until the next and i can see it and respond to it or before i respond if it's a question maybe student that understand it will explain immediately.

T.I.7: I was able to teach large number of students.

T.I.8: I was able to access student performance at ease, online teaching gives me the opportunity to monitor student activities on the platform I can also give assignment and set submission date and time and I can drop message in announcement box for all the students, I can easily share other study materials such as video and audio or documents or any types of media/multimedia file.

T.I.9: I had no challenge because I, had no Online related teaching experience at that time

T.I.10: I can pass information to every one easily and assess all the students' performance monitor they're in and out on the platform.

T.I.11: Accommodate my students and i was able to get external resources to improve myself.

Teacher's comments on the negative experiences using online tools for teaching are stated in Table 12.

Table 12: Teacher's views as a response to the question on their negative experience teaching online during COVID-19 pandemic lockdown.

Views	f
No online live teaching to notice negative experience	45
Inadequate internet and power supply	18
High cost of unlimited internet subscriptions	9
Inability to control student's movement during class	3
Financial deficiency to afford device.	3

As been stated in the Table 11. The most popular response on the negative experience using online teaching is that there is no online live teaching to notice negative experience. 23% claimed that, Inadequate internet and power supply was the negative experience they observed. 11% stated high cost of unlimited internet subscriptions. While the least response was inability to control students' movement during class.

Teachers' observation related to the above expression are listed below;

T.I.1: All the Internet subscription fee are very unfordable at this particular time to and electricity supply.

T.I.2: Lack of internet and lack of technology best suit for online for effective online teaching laptop, smart device and related requirement.

T.I.3: I could not know anything about such because I have no online classes.

T.I.4: Unfriendly cost involve in terms of internet subscriptions and power supply

T.I.5: Internet subscription and electricity supply are the major thing discouraging my moral to teach online all the telecom network internet subscription are high and they finish quickly as a matter of fact there is no unlimited internet because all data subscription last depends on your usage.

Teachers' opinion on the new things learned during lockdown teaching

Table 13. convictions of teachers answer to the question new things learned during the online classes.

Opinions	f
No comment.	35
Opportunity to gain more of online teaching skills and teaching materials.	24
No luxury in traditional teaching.	9
Ability to utilize technology to flip class room and blended learning	
Henceforth	4
Assessment and communication made easy.	3
Use of online game software and reaching out for more advance resource.	3

As it can be seen in the Table 12. 44% clearly indicated no comment. Opportunity to gain more of online teaching skills and teaching materials 30%. However, 11% explain that there is No luxury in traditional teaching for career purposes. The least response on these as a response to the above table is ability to assess performance as well as communication are made easy, use of online game software and reaching out for more advance resource.

The following are teachers direct statement allied to the above articulations.

T.I. 1: Blending my class, and engage my student by creating online educational games even while there at home.
T.I.2: I expanded my knowledge on how to get teaching materials and how to co-ordinate online meeting

T.I.3: Actually, there was no any online or any related online teaching from my part, but the pandemic lock down opens my eye to find solution as a that will blend with the current changes in the world.

T.I.4: I finally learned that incorporating technology for teaching it will go along to improve teaching and learning to suit students of nowadays.

T.I.5: Navigating through the software and i believe that going forward I will continue teaching my student as extra lesson using online teaching skills I gained.

CHAPTER V

Discussion

This investigation focused to outline the opinions of secondary school instructors on the benefit, and issues observed during the practical process of online teaching at the time of coronavirus lockdown, in northeastern states of Nigeria. Which is Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe state. The whole region was forced to stay at home at the middle of term, in compliance to the directed issued by the federal ministry of education on 19th March 2020, as a struggle to reduce the spread of the disease, Nigeria education working group (EiEWG, 2020) and (Amorighoye, 2020). Therefore, based on this reason schools around are taking counter measures to reduce the effect of these restrictions on their academic schedules. In this regard embracing the use of online software for teaching gain wider popularity among educators. According to (Koksal, 2020), Web based learning has indicated huge increase throughout the most recent decade, as the web and education join to equipped individuals with the chance to acquire new abilities. He further said as the result of COVID-19 flare-up web-based learning becomes very vital in our lives. This framework, which is assessed based on teachers' opinions within the context of the study, has been resolved to be both beneficial and disadvantageous in close extents (Kurtuncu and Kurt, 2020).

Effort Made by Teacher for Continuity of Teaching.

Considering the answers on this part, we find out that most of the teachers do not use the online mechanism to continue with their teaching during these trying period of covid-19 physical lockdown. As the result of inadequate competency and unpreparedness. However, almost more than half of doe's teachers who were left with no effort to teach caused by limited knowledge they migrated to online platforms. This result is in accordance to the findings of (Quadri, 2013), on the questions asked to the instructors to identify their abilities

in different items related to computer fundamentals, use of web and use of computer software, based on the response of the teachers, they finally reach out a conclusion that the majority of the secondary schools' instructors does not possess the needed expertise of using ICT and online tools for education. This certifies the report of Kirschner and Selinger (2003) that by far most of instructors don't have the foggiest idea how to utilize the PCs to advance instructive productivity, and they are not satisfactorily prepared to utilize present day data media. It likewise affirms the assertion that instructors have not created capability in the utilization of ICT, subsequently they can't demonstrate great utilization of innovation (Idowu, Adagunodo and Popoola, 2003). Also, Adomi and Kpangban (2010) attest that 75percent of instructors have no or exceptionally restricted insight and aptitude with respect to ICT in schooling According to (Simon B, & Hans H, S., 2020) the school closure will affect global education at large.

Based on the teachers' response on the selection of softwares for teaching during this time, 32.5% reported that they relent on their respective state's initiative which the use of TV and Radio station for teaching during the covid-19 pandemic as a measure for education continuity. This will further justify the above result that, most of the teachers' does have the basic skills for remote teaching. According to (Amorighoye, 2020) states in the country through the ministry of education delivered a timetable of radio and TV lessons purposely for students in government funded schools. While 25% used google classroom as their choice for online teaching. Google Classroom is considered as probably the best stage out there for upgrading instructors' work process. "It gives a bunch of amazing highlights that make it an ideal instrument to use with understudies. 'Study hall assists educators with saving time, keep classes coordinated, and improve correspondence with understudies. It is accessible to anybody with Google Apps for Education, a free set-up of efficiency devices including Gmail, Drive and Docs.'(2015).

(Azhar & Iqbal, 2018) following the response to their investigation which was analyzed using Nvivo they revealed that teachers viewed google classroom just

as "only a facilitation tool that can be used for document management and basic classroom management, without having a significant impact on teaching methodologies" meanwhile some teachers used video conferencing tools such as google and zoom.

According to the result inclusion of individuals with learning disabilities were the most hits at this time.

As shown based on the response of teachers as regards to to their feelings during the migration process a lot of teachers were skeptical as the result of indequate technical and support tools such as internet and electricity, nortwithstanding this directly the result complement with the conclusion of (Olugbenga, & Qiu, 2020). As for control of class during the online live session teachers revealed that with the support of parents and guardian managing the students becomes less stressful. However, few explained that initiation of gaming strategies supppoorted in controlling the students to stay focused when class is goin on. Looking at the teachers reaction on the technical issues faced during online class. Unstable internet and electricity response rated as the higest problem. Similar to Amelink and Scales (2010), and Gündüz, Aydemir and Işıklar (2011) their investigations have arrived at the resolution that the highest point of issues experienced by educators during e-learning settings is technical and infrastructure issues. (Olugbenga & Qiu 2020) also revealed that electricity and internet related issues are the major hinderance to online education.

Interaction between the teachers and students is very paramount in education (Parker, 2020). Poor internet is figured out as a major concern that distract the flow of smooth interaction between the teachers and the students. Also the teachers complain that students spend time playing and divertion of attention to other site. This result go inline with the (Çetinkaya & Keser. 2014), (Lanir. (2012) and (Ayvacı et al. 2014) they find that students spend longer period on game play with their device. Many teachers believe that teaching online is easy compared to face-to-face traditional teaching techniues.

The teachers complain of lack of adequate competency financial inabilities to possess technological device are the main challenges they personally faced with.

A significant number of teachers r.ported that interruption of family member dog barking and other animal related nuisance also the problem noted with the environment around. The qustion regarding the possitive aspect use of online teaching. Teachers responded that online exposure gives the opportunity to assess and evaluate students perfomance easily and also very convenience way of sharing materials to students (May, 2014). However,

Inadequate internet and power supply and high cost of unlimited internet subscriptions was popularly received as the negative experience encountered during classes online. These emergency teaching style, teachers took the chance to gain knowledge of online teaching and also it makes them realized that there is no luxury relying in traditional teaching method.

Conclusion

The result of the study shows that majority of teachers were constrained to remain idle during the outbreak of coronavirus because of skills inadequacy to conduct online teaching. this means that educational activities were seriously affected by the lockdown in this region. Larger population of the student were only left with TV and Radio teaching. As fascinating and adaptable online learning appear to be there are fundamental fixings that can make it activity smooth and effectively available by all. Some essential instruments should be set up to permit full hug in the closest future like training of teachers, availability of internet and electrical contraptions. The unheard-of school suspension for Coronavirus served as a lesson and cautioning admonition to the whole educational industry especially the individuals who are yet to embrace or receive arising learning innovations that help on the web or online education. Partners in the education area need to create hearty procedures to manage post-Coronavirus time.

Recommendation

Information and communication Technology is currently a vital instrument in the world we live today. ICT is indeed acquiring conspicuousness and getting quite possibly the main components characterizing the essential ability and proficiency of individuals and education isn't an exemption. ICT is a persuasive instrument for the improvement of quality teaching and learning in educational settings and for shaping students to meetup with the advancements of technology in the global community. These must be accomplished through instructors who are equipped in all aspects of ICT usage, so Nigeria as a country can progress instructively

The investigation uncovered that the current harvest of educators can't take the Nigerian secondary school students to the ideal ICT proficiency level, so important advances should be taken to turn around business as usual. Preparing of educators in ICT through classes and workshops coordinated by state government and pertinent organizations ought to be more regular. The schools can likewise put together such training for their staff at school level by utilizing skillful instructors in the school to prepare others or welcome invite from different schools. The public authority should expand the stock of PC framework to schools and furthermore make arrangements for their support. The schools on their part ought to grow great support of the frameworks.

Internet facility likewise be set up for schools by the public authority. The school can likewise do this at negligible expense. The improvement demand paid by students each term could be an immediate hotspot for financing such ventures. The public authority should attempt to supply CAI programming projects in school subjects where they are accessible. Instructors ought to likewise be permitted to consider the product, figure out how to utilize them and

afterward coordinate unique classes for their understudies for procurement of the necessary abilities.

Government can buy laptop, tablet and smart mobile phones distributes at a subsidize price. Old boys' association can also donate PC laptop and fund training of teachers.

References

Dissertation, L. (2012). *Purposive sampling*. https://dissertation.laerd.com/purposive-sampling.php#typical

Dudovskiy, J. (2018). *Research methodology: Purposive sampling*. The Ultimate Guide to Writing a Dissertation, In Business Studies-A Step-by-Step Assistance. http://www.research-methodology.net/

Kent State University. (2021). *No Title*. Universiy Libraries. https://libguides.library.kent.edu/statconsulting/googleforms

Kvale, S. and S. B. (1996). Kvale_InterViews.pdf. In *InterViews: Leaerning the Craft of Qualitative Research Interviewing*.

Patton and MQ. (2002). Qualitative Research & Evaluation Methods. Thousand Oaks. Cal. *Sage Publications.*

Raju, V., & Harinarayana, N. S. (2018). *Online survey tools: A case study of Google Forms. January 2016*. https://www.researchgate.net/publication/326831738

Stake, R. E. (2000). *Handbook of Qualitative Research*. 2, 435–454.

Adediwura & Tayo. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, Vol. 2 (7), pp. 165-171.

al, S. e. (2012, 0 0). *career explorer.com*. (SOKANU INTERACTIVE INC. 2020) Retrieved from Career Explorer: www.careeexplorer.com

Amorighoye, A. (2020, June 02). *COVID-19 has exposed the education divide in Nigeria. This is how we can close it*. Retrieved from World Econonic Forum: https://www.weforum.org/agenda/2020/06/education-nigeria-covid19-digital-divide/

Azhar, A.K. and Iqbal, N. . (2018, May 2). EFFECTIVENESS OF GOOGLE CLASSROOM: TEACHERS' PERCEPTIONS. *Prizren Social Science Journal* , Volume 2.

Azubuike, Adegboye & Quadri. (2020, 12 15). Who gets to learn in a pandemic? Exploring the digital divide in remote learning during the COVID-19 pandemic in Nigeria. *International Journal of Educational Research Open*. doi:https://doi.org/10.1016/j.ijedro.2020.100022

Cathy, M. (2020). Challenges and Opportunities for Higher Education amid the COVID19 Pandemic: The Philippine Context. *Pedagogical Research*, e-ISSN: 2468-4929.

DeJonckheere M. & Vaughn M., L. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *BMJ Journals*. doi:http://dx.doi.org/10.1136/fmch-2018-000057

EiEWG. (2020). *Nigeria Education Sector COVID19 Response Strategy in North East.* Nigeria Education in Emergency Working Group.

Ellis, J.R. W; Blamire, R. & Assche, V. (2015). Innovative Technologies for an Engaging Classroom (iTEC). *Re-engineering the Uptake of ICT in Schools*, pp 1-15. doi:DOI 10.1007/978-3-319-19366-3_1

Jacob, O. N. (2020). Effects of COVID-19 Schools Close Down on Academic Programme of Senior Secondary Schools in Abaji Area Council of Federal Capital Territory Abuja, Nigeria. *Electronic Research Journal of Social Sciences and Humanities*.

Koksal, I. (2020, may 2). *The Rise Of Online Learning*. Retrieved from Forbes: https://www.forbes.com/sites/ilkerkoksal/2020/05/02/the-rise-of-online-learning

Kurtuncu and Kurt. (2020). oblems experienced by nursing students about distance education in the period of COVID-19 Pandemic. *Journal of Eurasian Social and Economic Research*, 7 (5), 66-77.

Micheal, O. & Allison, Q. (2020). Prospects and Challenges of Online Education in Secondary School in Northern Nigeria . *Reseachgate*.

NCDC. (2020, February 28). *First Case of Coronavirus Disease Confirmed in Nigeria*. Retrieved from Nigeria Centre for Disease Control: https://ncdc.gov.ng/news/227/first-case-of-corona-virus-disease-confirmed-in-nigeria

Nessipbayeva, O. (2015). THE COMPETENCIES OF THE MODERN TEACHER. *Part 2: Pre-Service and In-Service Teacher Training*, 148. Retrieved from https://files.eric.ed.gov/fulltext/ED567059.pdf

Olasile Babatunde Adedoyin & Emrah Soykan. (2020). Covid-19 Pandemic and Online Learning: The Challenges and Opportunities. *Routledge*.

Olugbenga,. M and Qiu, A. (2020). Prospects ad Challenges of Online Education in Secondary Schools in Northern Nigeria. *Journal of American Academic Research*.

Onyema. et al, 2. (2020). Impact of Coronavirus Pandemic on Education . *Journal of Education and Practice*.

Parker, A. (2020). Interaction in Distance Education: The Critical Conversation. *AACE Review (formerly AACE Journal)*.

Quadri, A. (2013). Perceived Competence of Nigerian Secondary Schools Teachers in the Use of Information and Cmmunication Technology (ICT). *Journal of Education and Practice*, Vol.4, No.10, 2013.

Sammer, T. (2020, May 6). *8 Reasons Why Online Education is Better than Traditional*. Retrieved from Nitrocollege: https://www.nitrocollege.com/blog/online-college/why-online-education-better

Simon B, & Hans H, S. (2020). *Schools, skills, and learning: The impact of COVID-19 on education.* Retrieved from Universityworldnews: https://www.universityworldnews.com/post.php?story=2020032465639773

Straub, E. T. (2009). Understanding Technology Adoption: Theory and Future Direction for Informal Learning. *Review of Educational Research, Vol. 79, No. 2*, pp. 625–649. doi:DOI: 10.3102/0034654308325896

study.com. (2019, December 09). Retrieved from www.study.com: https://study.com/academy/lesson/what-are-online-learning-tools-definition-types-examples.html

Tayo O. & Adedayo T., Q. (2013). Perceived Competence of Nigerian Secondary Schools Teachers in the use of information communication technology (ICT). *Journal if Education and Practice, Vol.4, No.10, 2013* , 2. Retrieved from file:///C:/Users/idrissa/Downloads/percievedcompetence.pdf

TEP Centre. (2020). *Learning in a pandemic: Nigeria's response to teaching and learning during the COVID-19 pandemic.* The Education Partnership (TEP) Centre (2020). Retrieved from https://www.tepcentre.com/wp-content/uploads/2020/08/Learning-in-a-Pandemic-Report_TEP-NESG_2020.pdf

Tijjani, J.S and Ma, L. (2020). Is Nigeria prepared and ready to respond to the COVID-19 pandemic in its conflict-affected northeastern states? *International Journal for Equity in Health*.

UNESCO. (2020a, March 7). *290 Million, Students Stay Home Due to Coronavirus.* Retrieved from Learningenglish.voanews: https://learningenglish.voanews.com/a/unesco-290-million-students-stay home-due-to-coronavirus/5317148.html

UNICEF. (2013). *Education.* Retrieved from https://www.unicef.org/nigeria/education

Ventayen, R. J. (2020). Educator's Competencies on the Application of Technological tools in Teaching . *Social Science Research Network Electronic journal*, file:///C:/Users/idrissa/Downloads/SSRN-id3491717.pdf.

W.H.O. (2020, March 11). *Opening Remarks at the Media Briefing on Covid-19, 11 March, 2020*. Retrieved from World Health Organization: https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020

Appendices

Appendix A
Integration of Two Independent Variable (Internet Deficit and Digital Divide) into the UTAUT Model.
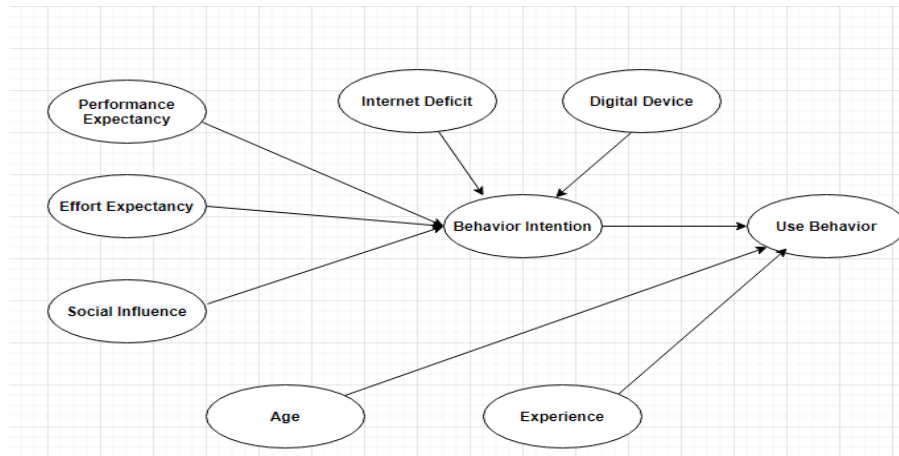
Emerging market into online education

Source: Technavio report

Appendix B

Illustration of the morphology of covid-19; the club shape viral spike pelomers coloured red create the appearance of a corona covering the virion under an electron view (Wikipedia, 2020a).

Ethics Approval

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

09.12.2020

Dear Idrissa Adamu

Your application titled "**Use of Online Teaching and Learning Software During Covid -19 Lock-Down**" with the application number YDÜ/EB/2020/543 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnc Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

CV

Name and Surname	Idrissa ADAMU	
Title	Mr.	
Date of Birth	01.04.1990	
Place of Birth	Potiskum	
E-mail	idrissa.adamu486@gmail.com	
Telephone No.	+905338843492, +2348036002619	
Nationality	Nigeria	

Degree	Domain	Educational Instittion	Year
PhD.	Computer Education and Instructional Technology	Near East Univeristy	2021 to date
Master	Computer Education and Instructional Technology	Near East University (Nicosia)	2019
Bachelor Degree	Economics Education	University of Maiduguri	2015
Diploma	Accounting	Federal Polytechnique (Damaturu).	2007
Diploma	Computer Applications	Modesty Computer Training Centre	2007
SSCE	High School	G.S.S Damagum (Yobe)	2003
Primary Leaving Certificate	Primary School	Dorawa Primary School(Yobe)	1998

Master Thesis

Adamu, I. "The Use of Online Educational Tool in Secondary School Education" North Eastern Nigeria.

Degree Final Year Project

Adamu, I. "The Effect of Examination Malpraces on Student Academic Performace", Case Study 10 Selected High School in Borno State , 2015.
_____

Associate Membership Title
_____

Chattered Project Management Professional (CPMP)

Publication

I, Adamu, R, N, Tangiri, & F, Köprülü (2020). " Content Analysis On School Management and Academic Performance. Near East University Online Journal of Education.

Oral Presentation at Conference

ICIER 2020.

Administrative Duties

Research.

Foreign Language and Other Skills

English Language: Fluent
Turkish Language; Beginner
French: Intermediate
Arabic. Beginner

Conference and Symposium Participations

International Conference on Interdisplinary Educational Reflections. ICIER 2020. June 19-20, 2020. Nicosia – KKTC

Workshop

Online Training: Society Research and Development Center, 23 April 2020, Near East University, Nicosia. KKTC
Monitoring Universal Right: Disability Rights Monitoring Commitee, Near East University, Nicosia. KKTC. 11 May 2020
Community Service, 15 May 2020. Society Research and Development Center, Near East University, Nicosia. KKTC.

Article Publishing Process: An Elsevier Author Workshop. 1st June 2020. Elsevier Reseacher Academy.
Plagiarism: Decision Making and Dealing with Grey-zones Across Academic Field. 25 June 2020. Elsevier Researcher Academy.

Seminar and Professional Training Attended

Diploma in Computer Studies: Modesty Computer Training Center. January to June 2007. Damaturu.

Office Administrative Staff: The KRC Limited. 17-19, October 2016. Lagos, Nigeria.

Diploma in Facility Management: Chattered Institute of Project Management, Accra. Ghana March to May, 2019.

Post Graduate Diploma in Project Management. Chattered Institute of Project Management CIPM. Accra. Ghana March to May, 2019.

Professional Conduct and Ethics. Chartered Insttitute of Bankers of Nigeria (CIBN). 16 December 2019.

Analysis of Societies: Transformation, Technology and Education. 18 May 2020. Society Research and Development Center, Near East University, Nicosia. KKTC.

Women's Voices in the field of Educational Technology. 27 May 2020. Society Research and Development Center, Near East University, Nicosia. KKTC.

Content Ownership: 25 June 2020. Elsevier Researcher Academy.

Authorship: Elsevier Researcher Academy, 25 June 2020

Referee
1. **Assoc. Prof. Dr. Huseyin Bicen**
   Near East University.
   Tel:+90 542 880 50 71

2. **Assoc. Prof. Dr. Emrah Soykan bbas Bawa.**
   Near East University
   Tel:+90 548 883 67 24

3. **Assit. Prof. Dr. Fatma Koprulu**
   Near East University.
   Tel:+90 533 862 05 96

Plagiarism Report

Competency of High School Instructors Towards the Use of
Online Educational Tools: Case Study North Eastern Nigeria

ORİJİNALLİK RAPORU

%**16**
BENZERLİK ENDEKSİ

%**15**
İNTERNET KAYNAKLARI

%**6**
YAYINLAR

%
ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.researchgate.net İnternet Kaynağı	%4
2	www.onlineschools.org İnternet Kaynağı	%2
3	docs.neu.edu.tr İnternet Kaynağı	%1
4	mafiadoc.com İnternet Kaynağı	%1
5	www.tandfonline.com İnternet Kaynağı	%1
6	Cathy Mae Toquero. "challenges-and-opportunities-for-higher-education-amid-the-covid-19-pandemic-the-philippine-context", Pedagogical Research, 2020 Yayın	%1
7	reliefweb.int İnternet Kaynağı	%1
8	files.eric.ed.gov İnternet Kaynağı	

<%1

9 Obiageri Bridget Azubuike, Oyindamola <%1
   Adegboye, Habeeb Quadri. "Who gets to learn
   in a pandemic? Exploring the digital divide in
   remote learning during the COVID-19
   pandemic in Nigeria", International Journal of
   Educational Research Open, 2021
   Yayın

10 www.rsisinternational.org <%1
   İnternet Kaynağı

11 core.ac.uk <%1
   İnternet Kaynağı

12 dergipark.org.tr <%1
   İnternet Kaynağı

13 www.eresearchjournal.com <%1
   İnternet Kaynağı

14 etd.lib.metu.edu.tr <%1
   İnternet Kaynağı

15 A. I. Adekunle, O. A. Adegboye, E. Gayawan, E. <%1
   S. McBryde. "Is Nigeria really on top of COVID-
   19? Message from effective reproduction
   number", Epidemiology and Infection, 2020
   Yayın

16 mpra.ub.uni-muenchen.de <%1
   İnternet Kaynağı

17	www.hindawi.com İnternet Kaynağı	<%1
18	Ana Oliveira, Lúcia Pombo. "chapter 9 EduLabs", IGI Global, 2018 Yayın	<%1
19	www.emerald.com İnternet Kaynağı	<%1
20	Kelvin Leong, Anna Sung, David Au, Claire Blanchard. "A review of the trend of microlearning", Journal of Work-Applied Management, 2020 Yayın	<%1
21	www.citethisforme.com İnternet Kaynağı	<%1
22	www.raceagainstextinction.co.za İnternet Kaynağı	<%1
23	pt.slideshare.net İnternet Kaynağı	<%1
24	www.internationalpolicybrief.org İnternet Kaynağı	<%1
25	www.quicklessons.com İnternet Kaynağı	<%1
26	issuu.com İnternet Kaynağı	<%1

equityhealthj.biomedcentral.com

27 İnternet Kaynağı

<%1

28 L A Monalisa, Susanto, A Fatahillah, R M Prihandini, S Hussen, E D R Fajri. "The development of online interactive learning media by using google classroom assisted by geogebra software on the quadratic function material", Journal of Physics: Conference Series, 2021
Yayın

<%1

29 digilib.uinsby.ac.id
İnternet Kaynağı

<%1

30 fmch.bmj.com
İnternet Kaynağı

<%1

31 publikasi.dinus.ac.id
İnternet Kaynağı

<%1

32 link.springer.com
İnternet Kaynağı

<%1

33 www.coursehero.com
İnternet Kaynağı

<%1

34 eduction123.blogspot.com
İnternet Kaynağı

<%1

35 library.neu.edu.tr
İnternet Kaynağı

<%1

36   Alaa Alkhafaji, Haider Mshalli, Carlo Giovannela, Marcello Passarelli. "A Set of Challenges for setting distance-learning environments based on university students' experience at the covid-19 pandemic time in Iraq", Research Square, 2021
Yayın
<%1

37   Ayo Stephen Adebowale, Adeniyi Francis Fagbamigbe, Joshua Odunayo Akinyemi, Olalekan K Obisesan et al. "The spread of COVID-19 outbreak in the first 120 days: A comparison between Nigeria and seven other countries", Research Square, 2020
Yayın
<%1

38   www.forbes.com
İnternet Kaynağı
<%1

39   Prashant Mahajan, Vaishali Patil. "Selection of an engineering institution: Students' perceptions of choice characteristics and suitability under the COVID-19 pandemic", SAGE Publications, 2021
Yayın
<%1

40   Zillah Nkonde, Jackson Phiri. "An Assessment of Outsourcing of Offshore Call Centres on Customer Service in Commercial Banks: A Case of Zambia", Open Journal of Social Sciences, 2020
Yayın
<%1

<%1

| 53 | www.sgojahds.com
İnternet Kaynağı | <%1 |

| 54 | İbrahim Doyumğaç, Ahmet Tanhan, Mustafa Said Kiymaz. "Understanding the Most Important Facilitators and Barriers for Online Education during COVID-19 through Online Photovoice Methodology", International Journal of Higher Education, 2020
Yayın | <%1 |

Alıntıları çıkart   Kapat   Eşleşmeleri çıkar   Kapat

Bibliyografyayı Çıkart   Kapat