



Managing Teaching and Learning Distruptions in the Post-Covid Era in Basic Secondary Education in Nigeria: Rethinking Job Creation in an Emerging Technological World

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Abstract

Following the covid-19 virus, which has not gone away but which we have learned to live with, school closures, teaching and learning disruptions, and recent failures in national examinations in Nigeria observed by the researchers, as well as literatures, the study problematizes teachers who are well-rooted in technology in education as a tool for future in teaching and learning. The purpose of Private Supplemental Tutoring (PST) is to improve student academic performance and create jobs in the education industry. To do this, the study looked into the obstacles of teaching and learning in the post-covid era with the unemployment of private tutors, as well as potential solutions to the issues. The study was theorized using social constructivism theory. Participatory Research (PR) was chosen as the study's approach since it entails bringing together all parties involved in the problem description, assessment, implementation, and evaluation. With the assistance of an audio tape recorder, unstructured interviews were performed to collect data from the participants. 2 secondary school principals, 2 teachers, 2 parents, 2 two private tutors are among the participants. Thematic Analysis (TA) was used to categorize, evaluate, and examine data obtained. Learning loss-time and lack of critical academic infrastructure were identified as issues affecting teaching and learning, while, the recruiting and training of private tutors, improvement of critical academic structures, and e-learning were suggested as a possible solution to the educational gap. However, the study's conclusion shows that using a PST improves students' academic activities and raises the quality of secondary school graduates.

Keywords: Private supplemental tutoring, academic performance, E-learning, Secondary school.

Introduction

The intermediate level of education is commonly defined as basic secondary education. It usually gives students the option to continue their education and become self-sufficient. The covid-19 virus has fundamentally transformed the way we teach, reason, and educate students at all stages. With countries fighting the deadly virus and the emergence of a second wave in Africa, India, and the United States. In countries all around the world, the virus has wreaked havoc on education and learning. In April 2020, 1.5 billion children and young learners were disrupted, accounting for nearly 90% of all students out of

school. During Covid-19, 31, 453,440 students were affected, and Nigeria closed schools for more than 30 weeks in 2020 (CDC, 2020). The digital divide has become even more pronounced than before: 826 million learners, or over a quarter of the world's population, do not have access to computers, and 706 million do not have internet access (World Bank Doc, 2020). In Sub-Saharan Africa, where 80 percent of young learners do not have access to the internet, the situation is particularly bad. In March 2020, UNESCO (nd) formed the Global Education Coalition (GEC) to ensure that learning never ends. The group proposes to pool public and private sector knowledge to provide a quick, free, and appropriate solution to countries missing the technology, content, or skills needed for distant learning. The virus's impact on school academic activities has also been documented in national newspapers (Nans, 2021).

During the lockdown, private school instructors lamented, and after the lockdown, millions of teachers, including the best, lost their jobs (HassanWyo, 2020). While some private schools in Abuja and Lagos continue to employ technology to educate and study, government schools were busy distributing radio and experimenting with lessons on radio and television station. The need for private teachers increased during the Covid-19 period, with some creating learning applications and websites where you may pay a small fee to access content. In the meantime, it was reported that students had failed their national exams. Despite a rise of 2.3 percent for NECO and 1.04 percent for WAEC, the national tests were plagued by conflicts, examination malpractices, withholding, and cancellation of results (Emenike, 2020). It was discovered that student dropout rates during the lockdown climbed at an alarming rate, with some students dropping out due to a lack of funds, real-time instruction, and academic support (Kakuchi, 2020). This study, on the other hand, aims to fill the gap by offering academic support in the form of private supplemental tutors for secondary school learners who are having academic difficulties. This type of assistance will assist learners in achieving academic success (Chui, 2016).

Private supplemental tutoring, according to Adebola, Tsotetsi, and Omodan, 2020, is a well-established method to help children intellectually, particularly in secondary school. Private supplemental tutoring, according to (Ngugi, 2011; Chui, 2016; Kyomuhendo, and Kasule, 2017), can be viewed as a private learning strategy that has been used for over a decade to boost learners' academic activities. According to Dang and Rogers (2008), supplemental learning allows students to communicate and collaborate in order to achieve academic success. Based on the foregoing, private supplemental tutoring is an academic assistance programme that employs trained teachers but is not affiliated with any organisation to help promote teaching and learning for academic excellence. It has been discovered that students who have private tutors perform incredibly well in their academic endeavours (Harerimana, Harerimana, & Andala, 2020). PST (Private Supplemental Tutoring) is more than a method; it's a way of thinking about learning. It fosters self-determination, curiosity, and learning, all of which encourage learners to work together. It is utilised in most Nigerian secondary schools, particularly private secondary schools. The goal of PST is to establish an environment where learners may be split into smaller groups, ask questions, and coordinate presentations in the most important disciplines, especially the core courses (English, Mathematics, and so on). It was discovered that extra education assists high-achieving children, middle-achieving students, and low-achieving students alike (Kyomuhendo & Kasule, 2017).

Based on the available literature (Aminga (2013); Anangisye (2018); Kirigwi (2016); Njoku, Amaefule, Kizito, and JaneFrances (2018)), it was found that PST contributed to higher learner pass rates, graduation rates, and learner retention. While studies have shown that private tutoring can assist students in achieving academic brilliance, the covid19 situation has resulted in the loss of jobs for private school instructors and independent private tutors. PST, which is based on technology, is still the finest way to assist learners academically. Because of the job insecurity produced by Covid-19-related concerns in the school sector, this area of PST has remained unexplored and unregulated by the government. The promotion class's weak academic activities, as well as national examinations. During the evaluation period of 2019-2021, it was discovered that learners performed on average, particularly in internal examinations. As a result, it is necessary to investigate learners' academic achievement within the time period under consideration. And, in Nigeria, a lack of progress in academic activities, a lack of PST, and a lack of critical academic content encouraged me to conduct this research.

Theoretical framework.

The study was theoretically based on social constructivism theory. According to Hodson & Hodson (1998), social constructivism theory is based on knowledge building. Vygotsky, the inventor of the social constructivism theory, stated that the root of knowledge construction is social interaction between individuals, which is based on sharing, arguing, and comparing learning among learners and PST (Vygotsky, 1978; Kim, 2001). This entails a learning process and interaction between learners and mentors in order to improve their reasoning skills. As a result, knowledge does not exist outside of social and cultural contexts (Liu and Chen 2010; Amineh and Asl 2015; Lombardo and Kantola, 2021 Abderrahim and Gutiérrez-Colón Plana, 2021). This perspective is consistent with the main tenet of social constructivism theory (Adams, 2007), which holds that knowledge is framed through social interaction and the outcomes of social processes.

The idea is essential to this study since it substantiates the basic value of varied viewpoints in the classroom, as well as social contact between students, private supplemental tutors, and secondary school teachers (Kalina & Powell, 2009). According to social constructivism theory, students learn best when they collaborate with their peers. Because the study focuses on how to improve academic success through private supplemental tutoring, social constructivism theory is essential because it allows learners and facilitators to engage in socially constructed connected knowledge through their social exposé. According to (Rannikmäe, Holbrook, & Soobard 2020), social constructivism theory allows students to interact constructively and exchange ideas in order to improve their academic performance, which, in our opinion, improves academic performance, lowers drop-out rates, and increases school retention rates. In other words, social constructivism improves private supplemental tutoring and learners' academic achievement by fostering shared knowledge in a social environment. Harerimana, Harerimana, and Andala, 2020, support a collaborative knowledge sharing strategy that heavily incorporates the learning process, focusing on learners and teachers with private supplemental tutors, increasing student cognition, and assisting others in finding meaning in the discourse.

Research questions and Objectives

The study was guided by the following research questions:

- How can PST be used to enhance the academic performance of learners in Nigeria secondary schools?

To achieve the main questions, the following objectives were raised to guide the study:

- To identify challenges with the use of PST in enhancing the learners' academic performance in Nigeria secondary schools
- To explore solutions to the challenges facing the academic performance of learners in Nigeria secondary schools.

Methods

Research Design

Participatory Research (PR) was the most suited design for this investigation. Researchers collaborate with community members to better understand and solve community issues, as well as to empower community members and democratise research. Group discussions of personal experience, interviews, surveys, and document analysis are all examples of participatory research (Bergold & Thomas, 2012). Participants can participate in the intervention planning process, problem definition, problem assessment, execution, and evaluation through PR (Bradbury-Jones, Isham, & Taylor 2018). PR is a collaborative investigation into a social issue with the goal of improving the rationality of social process participants. It improves participants' awareness and resources, such as knowledge, social network, and sense of community, in our opinion (Jull, Giles, & Graham, 2017). Participants were treated equally,

and the experience was considered as freeing and uplifting. The design emphasizes democratic principles such as transparency, openness, and collaboration. Because of the people's involvement, Participatory Research (PR) is an appropriate method for the study. The academic researcher and the participants are both involved. They were brought together to find a long-term solution to the PST and academic performance issues.

Data Generation Method

In this study, data was collected through an unstructured interview, often known as an in-depth interview. According to (Bihu, 2020), an unstructured interview is the greatest way to learn crucial details about a topic while focusing on a specific theme. Instead of imposing new will on the participants, we attempt to be as transparent as possible to new and unexpected phenomena (Prevett, Black, Hernandez-Martinez, Pampaka, & Williams, 2021). This study's subjects were all thought to be representative of real-life experience and social reality. Meetings with the co-researcher were held during the data collection process in order to clarify the study's purpose, problem, and process. The purpose of the interview was to discuss the challenges and solutions associated with using PST to improve the academic performance of secondary school students in Nigeria. Following the data collection, the researcher submitted the report to co-researchers/participants for review, additions, and corrections. Participants had the option to double-check that the data generated was accurately interpreted. During the interview, participants were free to speak in whichever language they were comfortable with.

Participants and selection of participants

Two principals, two ministry of education personnel, two teachers, two private tutors, and two parents were chosen from selected secondary schools in Nigeria for this study. They contributed their personal experiences to fill in the gaps in PST. The principals chosen were the principals during the study under review. 2 Ministry of Education personnel in charge of tutor recruitment, compensation, and evaluation Teachers with at least five years of experience teaching senior classes were selected. Two parents and two private tutors were also chosen. They were able to share their challenges, successes, and opinions on the use of PST in Nigerian secondary schools.

Method of Data Analysis and Ethical Issues

The data generated was analysed using thematic analysis (TA). TA, according to Xu & Zammit (2020), should be used as a foundation for analysing data in order to extract its fundamental value for undertaking qualitative analysis. Thematic analysis (TA) is a method for categorising, organising, identifying, reporting, and analysing themes in a set of data (Omodan, 2019). According to Braun & Clarke (2020), theme analysis makes it easier for us to analyse data since it makes data understandable and gives convenient detail, particularly when summarising essential concepts of a gathered large data set. The ministry of education had to approve the study before it could be carried out. Before the proper inquiry could begin, participants' consent was obtained, and they were promised that all information submitted during and after the study would be kept confidential from third parties. They were also told that their identities would be kept hidden.

Presentation of Data and Discussion

The following are some of the issues and possible solutions that were discovered throughout the study in order to improve the academic performance of Nigerian secondary school students using PST. Some difficulties discovered included lost learning time, lost years of graduation, key academic infrastructure, and service, and proposed solutions included recruiting, retraining, and retention of PST, as well as collaborative involvement. For anonymity sake, the

participants were represented using P1 & P2 (Principals), P3 & P4 (Teachers), P5 & P6 (Ministry of education officials), P7 & P8 (Private Tutors), P9 & P10 (Parents).

The challenges with the use of PST to enhance the academic performance

Learning loss-time.

Schools were shuttered during the Covid-19 events, posing a number of issues for parents, students, private supplemental tutors, and the Nigerian education industry as a whole. Nigeria introduced radio and television learning to address the challenge. The learners, as well as other stakeholders in Nigeria, were affected by the learning loss-time. In order for any educational institution to function, proper teaching and learning must take place in real time. This issue is not exclusive to Nigeria, as many African countries experienced learning loss due to the Covid-19 concerns. Some of the research participants' remarks are listed below:

Participant P10: *“The learners became rusty during the covid-19 situation in the country, as a parent, the learners were just busy with the films, playing around and not reading their books. I know the teachers will have a lot to do when they resume school, learning loss-time is one of the major challenges during the period”*.

According to P10, one of the most significant difficulties in Nigeria's educational system is learning loss time, which affects both the private and public sectors of the country. This happened all around the world in this way (Engzell, Frey & Verhagen, 2021). In other words, learning loss-time is a concern for the educational system, and the introduction of technology-oriented tutors could help solve the problem in the near future, participant P6 said.

Participant P6: *As a ministry official, I will suggest the recruitment of PST that are technologically oriented for future lockdowns as solution for learning loss-time. some learners need to attend private tutoring to avert future learning loss-time”*.

Participant P6, who also happens to be a ministry official, recognises the importance of learning loss-time in the academic calendar for the students. Participants even propose that hiring technologically oriented PST will be a solution to future learning loss time. This is a significant difficulty in terms of disruptions to teaching and learning; but, if the Nigerian Ministry of Education can hire and regulate the PST, the system will be well managed and utilised.

In the event of future lockdowns, the foregoing research demonstrated that learning loss-time can be avoided. Learning loss-time is regarded as a concern in Nigeria's education industry. Recruitment of technologically inclined tutors who would collaborate with teachers was suggested as a solution, which is also in line with the goals of the school (Harerimana, et al. 2020). Is in agreement with the social constructivism theory's concept. In Nigerian secondary schools, however, there is no preparedness for PST implementation. Tutors do exist in Nigeria, however. The study, on the other hand, demonstrated that implementing PST is the new strategy to eliminate learning loss time.

Lack of Critical Academic Infrastructure

Covid-19 showed the world's educational system as being unprepared. The world was taken aback, as they were perplexed by the circumstance. For every company or school administration to flourish, appropriate key academic infrastructure is required. The Covid-19 issue is relatively new to the world, and Nigeria is no different, since the country's educational system has been entranced. Lack of crucial academic infrastructure in Nigerian educational institutions is a concern due to the lack of broadband in Africa, lack of energy, and lack of computers in public secondary schools; even unregulated teachers and tutors can be perceived as barriers to learners' academic success. PST (Private Supplemental Tutoring) is a new approach of creating jobs for the large number of skilled but unemployed teachers. Meanwhile, principals and ministry officials must recruit and oversee the implementation of the PST system.

Participants P1: *The PST is rather a new terrain in Nigeria education sector, but lack of technology in Nigeria pose a threat to the sector.*

Participants P4: *I conduct remedial lessons for learners but during lockdown it was difficult because as a teacher, there is no facilities to carry on teaching and learning.*

Participant P8: *as a private tutor, I wish the government could regulate the system and create a PST and create facilities to help collaborate with school teachers in achieving academic excellence.*

Participant P9: *covid-19 disrupts learning unaware in Nigeria, there was no technological infrastructure in place to continue teaching and learning.*

Covid-19 circumstances have affected teaching and learning all around the world, and participants attest to the fact that a lack of vital academic infrastructure and services is an issue for education in the event of future lockdowns. Infrastructural improvements and technology advancements in teaching and learning are required. Distance learning infrastructures are weak in Nigeria secondary schools, according to Sari and Nayr (2020). P1 and P9 agreed that the lack of technology academic infrastructure was the cause of teaching and learning interruptions during the covid-19. According to the social constructivism theory, one of the most important aspects determining the success of peer learning is collaboration between learners, teachers, tutors, and even the community. As a result, the findings were at odds with the fact that crucial academic infrastructure for students, teachers, and tutors is lacking.

Suggestions for improving learners' academic activity in secondary schools in Nigeria.

Recruitment and regulating Private Supplemental Tutoring (PST)

Personnel training, according to Abosede (2015), should not be overemphasised. It should be done on a regular basis to get the most out of the current workforce. Because one of PST's goals is to increase students' academic achievement, private tutor training is critical. In every part of academics, including teachers and tutors, PST training and retraining should not be overlooked. According to the findings, there is a need to train and control PST in Nigerian secondary schools. If tutors are well trained, they will be more effective in the classroom, as they will be masters of the material. This will make teaching and learning more exciting and engaging. The following statements from the participants supports our claim:

Participant P5: *“I would rather have the ministry of education have a plan B to recruit the tutors that are technologically sound to assists the teachers in secondary schools”.*

Participant P2: *“The teachers need assistance in the area of private tutoring, the work force is limited as teachers retires daily and are not replaced immediately. Recruiting and training of PST will be the future of learning”.*

Participant P9: *“Another solution to the problem is recruitment and training of technologically oriented tutors that will capture lesson plan on the computer and give an avenue where the learners can revisit and relearn”.*

It may be extrapolated from P9's assertion that PST recruitment and training will aid the learners academically before grouping and sending them to schools. As a result, when using e-learning, teaching and learning can go effortlessly. E-learning is the way of the future, and qualified teachers can work as tutors. It was discovered that employee recruitment and training is a need for the achievement of organisational objectives. It is critical that tutors and teachers collaborate in order to attain excellence (Fejoh & Faniran, 2016). This is in line with the findings of Choi & Choi (2016), who found that regulating the private tutoring sector will result in more jobs and tax income.

Improvement of critical academic structures

Academic outcomes may be harmed as a result of the loss of extra learning time; nonetheless, schools in Nigeria continue to struggle to cope with the covid-19 time-loss. This may make it

difficult for students to reach grade-level standards for knowledge and abilities, and it may compromise schools' ability to satisfy standardised criteria. During the Covid-19 and its aftermath, there was a loss of educational advancement and a high dropout rate. Critical academic frameworks will become increasingly important in the future. During and after the school's closure, provisions must be considered. Some schools have computers, but they can't be tested during lockdown, and internet connectivity hasn't improved enough to be used during the lockdown (Shenoy, Mahendra, & Vijay, 2020). According to Al-Marroof, Salloum, Hassanien, and Shaalan (2020), introducing technology to teaching and learning is the way forward. The participants echoed this sentiment.

Participant 7: *“Technology remains the solution for the future teaching and learning”.*

Participant P9: *“E-learning and contents is the solution and must be less financially so that parents and learners can be able to afford it”.*

The Comments from P7 shows that technology remains the way forward. When teaching and learning has commenced in China, England and USA, other countries in Africa struggled. Private supplemental tutoring remains the best remedy to the slackness caused by the Covid-19 school closures and the best path forward. Because disruptions and a lack of technology are the problems that face teaching and learning. P8 believes that combining PST with e-learning content will improve secondary school teaching and learning in Nigeria. Tutorials should be made available through a controlled website where tutors can be hired, trained, and content made available to students with minimal financial strain on parents.

Conclusions

The researchers found that the issues facing teaching and learning during the Covid-19 Era are a lack of crucial academic infrastructure, as well as a lack of hiring and training of PST, based on their findings. Recruiting, training, and regulating PST, as well as the introduction of technologically critical academic content as the future of teaching and learning, are the suggested answers in this regard. The study found that if the offered solutions can be followed, PST implementation in secondary schools will be doable. Finally, the study indicated that adopting PST to improve secondary school teaching and learning is feasible if the findings can be implemented in Nigerian secondary schools. Although PST is not a new concept in industrialised countries, it should be given greater attention in Nigeria secondary schools to improve teaching and learning. According to the Nigerian federal government, the PST sector must be controlled and investigated for job creation in order to pull more than 100 million people out of poverty. According to the findings, principals, instructors, and private tutors can collaborate to help students attain academic greatness. There is need for constant training, regulating of all PST personnel.

However, the following recommendations were made according to the findings:

1. **Recommendation for the Secondary schools:** The leadership of the secondary school needs to work collaboratively with private tutors, in order to enhance the learners' academic performance, therefore the study suggests that there should be a constant meeting with the tutors.
2. **Recommendation for the government and policy makers:** In public secondary schools, the government could tap into the PST sector and regulate it for efficiency. Curriculum should be regulated and adjusted to fit the needs of the learners without conflicting with school activities. A department within the ministry of education should be established to regulate the procedures and recruitment of private tutors. If we can achieve giving learners Tablets or computers as well as internet broadband to enhance teaching and learning through a blackboard collaborate system where learners and tutors can meet to work on assignments, and where teaching and learning can happen through e-learning, we will need adequate planning and finance.

3. **Recommendations for the tutors:** Before meeting with pupils, tutors should always provide content and thoroughly prepare for subjects. They should have a cool demeanour while interacting with the students. This will simplify teaching and learning while also improving the academic performance of students.
4. **Recommendation for the Learners:** Because PST improves learners' academic performance, they are encouraged to ask questions, learn subjectively, and interact well with other students in order to achieve the PST goals. It will aid learners in academic and social interactions during any type of academic debate.

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