

Teachers Perceptions on the use of Zoom Cloud Meeting for Instructional Delivery in Secondary Schools in Enugu Education Zone.

¹Mgbachi Ugochi Blessing & ²Onovo J.S.

^{1&2}Department of Educational Foundations, Enugu State University of Science and Technology (ESUT), Enugu.

Email: ¹blessingugochi404@gmail.com & ²onovojoseph@gmail.com

ABSTRACT

This study was conducted to find out the perceptions of Teachers on the extent to which interactive social media such as Zoom Cloud Meeting can be used for instructional delivery in secondary schools in Enugu Education Zone. Enugu Education Zone comprises Enugu East, Enugu North and Isi-uzo Local Government Areas of Enugu State. A research question and a null hypothesis were formulated to guide the study. Descriptive survey research design was adopted for the study. The population for the study comprised 1,721 teachers in the 31 Government secondary schools in Enugu Education Zone. The sample size of the study was 345 secondary school teachers, and six schools in Enugu Education Zone. A 13 items questionnaire designed by the researcher was used as instrument for data collection. The instrument was face-validated by three research experts. The reliability co-efficient of the instrument was calculated using Cronbach alpha. The reliability coefficient of 1.82 was obtained and the grand reliability coefficient of 3.65 was obtained for the entire instrument. The research question was analyzed using mean scores and standard deviation while the null hypotheses were tested at 0.05 level of significance using Z-test statistics. One of the major Findings of the study was that interactive social media such as Zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone in particular and Enugu State in General. Based on the Findings, some recommendations were made. Enugu state government through ministry of education should consider lifting the ban on the use of cell phones by secondary schools students. This will enable teachers deliver instruction through social media especially these days of frequent "sit-at-home" and consequent closure of schools at such period.

Keywords: Zoom Cloud Meeting, Teachers, perceptions, Social media, Instructional delivery, Secondary schools.

INTRODUCTION

Learning through social media platforms is a new pedagogy that opens up virtual online e-instructional delivery. Due to increasing popularity in the use of social media sites as well as their mobile applications in education, teachers tend to use them as a source for instructional delivery. Social media platforms like Zoom cloud meeting and others provide considerable potential for teaching and learning. Through these various platforms, teachers can connect with students and incorporate social media into their lessons, making them more interesting, interactive and engaging; especially in secondary schools.

The secondary schools education is the educational stage after primary education and before the tertiary educational stage. The broad goals of secondary school education include preparing the students for higher education. One can easily appreciate the importance of secondary school education and the need for all and sundry to participate in achieving the objectives of secondary school education.

A teacher is a person who instructs students to acquire knowledge, competence and virtue. A teacher is one who instructs others or one who provides education for others. In



the context of this study a teacher is a person with the accurate and specific ability, intuition, education, experiences, skills, knowledge and qualification to teach a specific subject or number of subjects. Jennifer (2013) asserted that teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training and skills. Teachers' instructional delivery is an indispensable process in the teaching profession.

Instructional delivery may be seen as the interactions among students, the teachers, the content and knowledge, skills, and dispositions that students will need for learning and collaborating with others in a diverse society and rapidly changing world. Instructional delivery is a method in which students gain knowledge and skills by investigating and responding to a real world complex questions, problem or challenges. It is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper learning. This is better than situations in which teachers do not actively involve the students in instructional delivery through the utilization of interactive social media in instructional delivery.

In the context of this work, interactive social media refers to the different ways in which teachers prepare lessons and deliver same to the students. Interactive Social media technologies allow the creation, sharing and exchanging of information, ideas and career interest. The importance of interactive social media in instructional delivery in secondary school can never be over emphasized. However, it depends on the perception of teachers in utilizing interactive social media for instructional delivery in secondary schools.

In these study teachers perceptions are defined as teachers' opinions, beliefs and views on the use of the social media for instructional deliveries. Teachers' perceptions of what go on in academic environment and beyond is very crucial

especially as it concerns the progress of the students. This is because teachers are responsible for translating national policies, aims and objectives, desirable, knowledge, skills, values and competencies into practical terms for the development of the society. Teachers' perceptions on school issues especially with regards to the students are very apt because they are close to the students. The focus of this study is on the teachers' perception on utilization of interactive social media like zoom cloud meeting for instructional delivery in secondary schools.

Zoom cloud meeting is an interactive social media platform that allows teachers and students to assemble together from anywhere for teaching and learning. Zoom cloud meeting enables teachers to connect synchronously with students over video, audio, screen sharing, poll, and text chat. Zoom cloud meeting users can choose to record sessions, collaborate on projects and share or annotate one another's screens, all with one easy-to-use platform. The video conferencing services of Zoom have become a vital social media for millions of users, seemingly overnight.

Statement of the Problem

The problem of this study put in question form is: What are the perceptions of teachers on the utilization of Zoom cloud meeting interactive social media for instructional delivery in secondary schools in Enugu Education zone? The study wants to ascertain whether the secondary school teachers see the use of this interactive social media as a practicable tool for instructional delivery. Presently, classroom teaching and learning hours are being reduced due to some nagging issues like Monday sit-at-home in the Southeastern Nigeria. This reduction of school hours is seriously affecting classroom activities. Efforts to ameliorate this are not enough. Therefore, there is the need for other methodologies to beef-up the learning hours virtually.

Purpose of the Study

The main purpose of the study was to find out the perceptions of teachers on the extent to which Zoom cloud meeting, an interactive social media can be utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu State. Specifically, the study sought to: identify the perceptions of urban and rural teachers on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education Zone, Enugu State

Research Question

What are the perceptions of urban and rural teachers on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu state?

Hypothesis

The null hypothesis formulated that guided the study is: 'There is no significant difference between the mean scores perceptions of urban and rural teachers' on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education Zone, Enugu State.

Review of Related Literature

Teachers' perceptions of what go on in academic environment and beyond is very crucial especially as it concerns the progress of the students. According to Jennifer (2013), a teacher is one who instructs others or one who provides education for others. In opinion of Jennifer a teacher is a person with the accurate and specific ability, intuition, education, experiences, skills knowledge and qualification to teach a specific subject or number of subjects. Teachers are responsible for translating national policies, aims and objectives, desirable, knowledge, skills, values and competencies into practical terms for the development of the society, (Ezeugbor,

2015). Zoom allows teachers and students to assemble together from anywhere; it enables teachers to connect synchronously with students over video, audio, screen sharing, poll, and text chat (Elise Mueller, 2020). Zoom has increasingly improved new features; users are excited and continued to find new and creative ways to create social presence in the classrooms (Jane Sutterlin, 2018). From the literatures reviewed, it is evident that a lot of work has been done on utilization of interactive social media in instructional delivery in universities but none has been done in secondary schools to the best of the researchers' knowledge as at the time of this study. It is in order to fill this gap in literature that this study seeks to find out perceptions of teachers on the utilization of selected interactive social media for instructional delivery in secondary schools in Enugu education zone.

Research Method

A descriptive survey research design was adopted in conducting this research work. The research was carried out in Enugu education zone which comprises three (3) local government areas, namely: Enugu East, Enugu North and Isi-uzo local government areas. The number of secondary schools in these local government areas are 10 in Enugu East, 9 in Enugu north and 12 in Isi-uzo respectively, Enugu education Zone. The population for the study comprised of 1,721 secondary school teachers in all the 31 public secondary schools in Enugu education zone. 938 teachers in Enugu East Local Government Area (LGA), 587 teachers in Enugu North Local Government Area and 196 teachers in Isi-Uzo Local Government Area. Sample for the study was 345 secondary school teachers drawn from the population under study.

The sample was made up of 298 teachers from urban schools and 47 teachers from rural schools. Stratified, proportionate and simple random sampling techniques were

used to draw the sample. Foremost, the teachers were stratified into three namely; Teachers in Enugu North LGA, Teachers in Enugu East LGA and Teachers in Isi-Uzo LGA.

The instrument used for data collection was a structured questionnaire. The instrument was validated by three research experts. The instrument was made up of two parts. Part one considered the data of the respondents while part two constitute a 14-item structured questionnaire. The instrument was rated on a 4-point scale namely: Very Great Extent (**VGE**) 4 points, Great Extent, (**GE**) 3 points, Low Extent (**LE**) 2 points and Very Low Extent (**VLE**) 1 point respectively. The Reliability index of 3.65 was established for the instrument using Cronbach alpha coefficient. Mean statistics and standard deviation were used to answer the research question. The response options of Very Great Extent (**VGE**), Great Extent (**GE**), Low Extent (**LE**) and Very Low Extent (**VLE**) were rated as 4, 3, 2 and 1 respectively.

The null hypotheses were tested at 0.05 level of significance using Z-test statistics. The decision rule was when the z-calculated values were equal to or greater than 1.96 (z-critical value) the null hypotheses were rejected. Therefore, hypothesis was not rejected as stated, implying that there is no significant difference between the mean perception scores of urban and rural teachers' on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu education zone, Enugu State.

Results;

The results are presented in table 1 and 2 according to research question and hypotheses that guided this study.

Research Question:

What are the perceptions of urban and rural teachers on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu state?

Table 1: Mean and standard deviation scores showing perceptions of urban and rural teachers on the extent to which zoom cloud meeting can be utilized for instructional delivery.

Items	To what extent can zoom cloud meeting be utilized for;	Urban			Rural			Overall		
		M	SD	Dec	M	SD	Dec	M	SD	Dec
1	Teaching various classes simultaneously.	3.6	0.90	VGE	3.5	0.10	VGE	3.6	0.12	VGE
2	Audio instructional delivery	3.8	0.08	VGE	3.5	0.26	VGE	3.7	0.09	VGE
3	Video instructional delivery	3.5	0.21	VGE	3.6	0.06	VGE	3.6	0.09	VGE
4	Conducting continuous tests for students	3.6	0.11	VGE	3.6	0.14	VGE	3.6	0.43	VGE
5	Conducting term (summative) examinations for students	3.5	0.27	VGE	3.8	0.04	VGE	3.7	0.11	VGE
6	Sharing learning materials with the students.	3.6	0.11	VGE	3.7	0.14	VGE	3.6	0.45	VGE

7	Enhancement of students' concentration in virtual classroom	3.5	0.12	VGE	3.5	0.04	VGE	3.5	0.50	VGE
8	Enhancement of communication between teachers and students.	3.7	0.23	VGE	3.6	0.08	VGE	3.7	0.11	VGE
9	Distribution of assignments to students	3.6	0.11	VGE	3.5	0.33	VGE	3.6	0.33	VGE
10	Submission of assignments to teachers by students	3.8	0.51	VGE	3.8	0.35	VGE	3.8	0.11	VGE
11	Motivating students to carryout personal research	3.5	0.11	VGE	3.5	0.52	VGE	3.5	0.45	VGE
12	Encouraging cooperative learning among students	3.6	0.12	VGE	3.7	0.21	VGE	3.7	0.29	VGE
13	Demonstration of laboratory practical	3.8	0.23	VGE	3.5	0.33	VGE	3.7	0.11	VGE
14	Enhancement of better interaction between the teacher and students.	3.7	0.11	VGE	3.9	0.21	VGE	3.8	0.45	VGE
Grand Mean		3.63	0.23	VGE	3.62	0.20	VGE	3.65	0.26	VGE

From table, the grand mean perception scores of urban and rural teachers were 3.63 and 3.62 respectively. The overall grand mean was 3.65 indicating that both urban and rural teachers perceived that zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone to a very great extent. Low standard deviation value for the overall (0.26) indicates that there were little

or no extreme scores, hence authenticating the mean values so obtained.

Hypothesis:

There is no significant difference between the mean perceptions scores of urban and rural teachers' on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu education zone, Enugu State.

Table 2: Z-test analyses of the mean scores perception of urban and rural teachers' on the extent to which Zoom cloud meeting can be utilized for instructional delivery.

Group	n	\bar{x}	SD	z-calculated	z-critical	Remark
Urban	298	3.63	0.23	0.30	1.96	Not significant (Do not reject hypothesis)
Rural	47	3.62	0.20			

From table 2, z-calculated (0.30) is less than z-critical (1.96). Hence, at .05 significant levels, the mean ratings of the two groups (urban and rural) do not differ significantly. Therefore, hypothesis is not rejected as stated, implying that there is no significant difference between the mean perception

scores of urban and rural teachers on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu education zone, Enugu State.

Discussion of Finding

The findings of this study in table as seen in research question indicates that urban and rural teachers perceive that zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu state? Zoom cloud meeting enhances Audio instructional delivery, conducting examinations for students and sharing learning materials with the students. Moreover, it enhances students' concentration in virtual classroom as well as submission of assignments to teachers by students. Zoom cloud meeting encourages cooperative learning among students, motivates students to carryout personal research and enhancement of better interaction between. It is in line with Agbo (2020), who stated that modern social media platforms like Zoom and others have been used for collaborative learning and to create engagement among the network of students, and so have become integral media parts of students' social and academic lives. The corresponding z-test result (hypothesis) showed that There was no significant difference between the mean perceptions scores of urban and rural teachers' on the extent to which zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu education zone. This denotes that Urban and rural teachers did not differ significantly on the extent to which zoom cloud meeting were utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu State.

Conclusions

Based on the perceptions of the respondents (urban and rural teachers) shown in the findings of this study, the following conclusions were reached: Zoom cloud meeting can be utilized for instructional delivery in secondary schools in Enugu Education zone, Enugu state to a very great extent.

Recommendations

From the findings made in this study, the following recommendations were proffered:

1. Enugu state government through ministry of education should consider lifting the ban on the use of cell phones by secondary schools students.
2. Post Primary Schools Management Board (PPSMB) should make provision for free data for secondary school teachers to enable them use social media.
3. Practical oriented workshops and seminars should be organized by PPSMB, from time to time, to acquaint the teachers with features of interactive social media.
4. Social media should be incorporated into secondary schools curriculum for effective instructional delivery.

REFERENCES

- Agbo, F.J, Olawumi, O., Oyelere, S.S., Kolog, E. A.,\Olaleye, S. A., Agjei, R. O.,Ukpabi, D. C., Yunusa,A. A, Gbadegeshin, S. A, Awoniyi, L, Erinle, K. O.,Mogaji, E., Silas, A. D., Nwachukwu, C. E. and Olawuni, A. (2020), The Effect of Tie Strength and Group Communication on Perceived Learning Outcome, *The International Journal of Education and Development using Information and Communication Technology*, 16, (1) pp. 5-26.
- Elise Mueller, (2020). *Using Zoom to Teach Online*.<https://learninginnovation.duke.edu/blog/2020/02/zoom>.
- Ezeugbor C, O (2015). *The Extent of Principals assessment of Professional development needs for secondary school improvement in Nigeria*. *Review of Education*,26(1) 187-202

- Jane Sutterlin, (2018). *Learning is Social with Zoom Video Conferencing in your Classroom*.An ACM Publications, 2022.
- Jeniffer, M.A. (2013). What Teachers and Head teachers think about inspection? *Cambridge Journal of Education*, 25(1), 45-52.
- Serhan, D. (2020). Transitioning from face-to-face to remote learning: Students' attitudes and perceptions of using zoom during COVID-19 pandemic. *International Journal of Technology in Education and Science (IJTES)*, 4(4), 335-342
- Spathis P; (2020). What is zoom not telling you: lessons from an online course during covid 19. Online networking education community Discussion
- Williams, K. (2020). How to facilitate an effective virtual workshop in a collaborative manner using Zoom tools and techniques0blog/how-to-facilitate-an-effective-virtual-workshopin-a-collaborative-manner-using-zoom-tools-andtechniques.