
Application of Online Platform in Mitigating Covid-19 Pandemic Effect on Secondary School Administration for Effective Teaching and Learning in Akwa Ibom State

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ABSTRACT

The study sought to assess application of online platform in mitigating covid-19 pandemic effect on secondary school administration for effective teaching and learning in Akwa Ibom State. An Expost-facto research design was used for this study. The research area for this study was Akwa Ibom State. The population of the study comprised of policy makers in Ministry of Education, principals, vice principals and teachers in public schools. A stratified random sampling technique was used to select 260 respondents as the sample size. The main instrument used in this study was a questionnaire titled “APPLICATION OF ON-LINE PLATFORM, SECONDARY SCHOOL ADMINISTRATION AND TEACHING/LEARNING QUESTIONNAIRE (AOPCSSATLQ)”. For the reliability test, Cronbach Alpha technique was used and this generated 0.81 reliability coefficient, proving the coefficient high enough to justify the use of the instrument. The researchers subjected the data obtained to appropriate statistical techniques such as descriptive statistics in response to the research questions and simple regression for testing the hypotheses. The test for significance was done at 0.05 alpha levels with 258 degree of freedom. Based on the findings of the study, it was concluded that various online platforms are important and aids in effective teaching and students' learning in secondary schools. It was also proven that online platforms significantly mitigate covid-19 pandemic effect on secondary school planning, co-ordination and controlling for effective teaching and learning in Akwa Ibom State. One of the recommendations was that Government should develop and implement learning resources that embodies the flexibility and power of online learning to create equitable and accessible learning ecosystems that make learning possible everywhere and all the time for all students.

KEYWORDS: online platform, Covid-19, application, school administration teaching, and learning

Introduction

While COVID-19 pandemic is primarily affecting public health, the spillover affects educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Though the Coronavirus pandemic is novel, it already has noxious effects on humanity. The outbreak of COVID-19 affected all aspects of human activities globally ranging from education, research, sports, entertainment, transportation, worship, social gathering/interactions, economy, businesses, and politics. These nationwide closures are impacting over 60% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners. The use of educational applications, platforms and resources to help parents, teachers, schools and school administrators facilitate in student learning and provide social care and interaction in mitigating for lost time in continuing education services during the period of school closure (UNESCO, 2020). Some countries are simply putting resources on their website, and making available more products, but not necessarily online classes. Others are asking teachers to prepare online content and offer online classes. Infrastructure and familiarity with the tools seem to be driving successes (and challenges) of delivering learning. China for example, with robust connectivity, is offering distance learning successfully whereas others with limited penetration of internet, cell phone, or television are finding it difficult to reach all students equally. In addition, many countries have challenges in ensuring that education services are equally accessible for employees/students with disabilities.

Statement of the Problem

As we have seen from previous health emergencies, most recently the Ebola outbreaks, the impact on education is likely to be most devastating in countries with already low learning outcomes, high dropout rates, and low resilience to shocks. The outbreak of Covid-19 has been felt nationally and internationally, posing devastating effect on education sector. School closures seem to present a logical solution to enforcing social distancing within communities, prolonged closures tend to have a disproportionately negative impact on the most vulnerable students. They have fewer opportunities for learning at home, and their time out of school may present economic burdens for parents who may face challenges finding prolonged childcare, or even adequate food in the absence of school meals. The outbreak of the virus and lockdowns at the national level could be used as a best test for the education technology interventions (online platform) for secondary school administration, effective teaching and learning.

Objective of the Study

The main purpose of the study was to assess application of online platform in mitigating covid-19 pandemic effect on secondary school administration for effective teaching and learning. Specifically, the study sought:

1. To determine the extent to which online platform mitigates covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State.
2. To find out the extent to which online platform mitigate covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State.
3. To examine the extent to online platform mitigate covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State.

Research Questions

1. What is the extent to which online platform mitigates covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State?
2. What is the extent to which online platform mitigates covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State?
3. What is the extent to which online platform mitigates covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State?

Research hypotheses

1. Online platform does not significantly mitigate covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State.
2. Online platform does not significantly mitigate covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State.
3. Online platform does not significantly mitigate covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State.

Conceptual Review

Concepts of Online Educational Platform

According to Anil, (2013), education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The process of online learning and teaching has improved with the use of technology. Online learning makes traditional form of education more interesting and practical in nature. It can take place in the classroom or workplace; it may be performed at home, at online access centers, or at a public library. Online education utilizes the internet or videoconferencing to create learning communities. It is seen as an innovative concept which is attracting the attention of academic institutions as well as companies in different sectors. According to Nagarajan and Jiji (2010), online learning has also led to the reorientation of government policy, in particular, towards encouraging the spread of e-learning techniques and developing the skills and know-how required for their use. Online learning can be transformed by incorporating different platforms in our classrooms such as:

Zoom: This is a unified video conferencing platform built with a software first mentality that allows the use of multiple participants, audio and video sharing, and screen sharing, working on a whiteboard and recording. Attendees can join a Zoom Meeting via PSTN (Public Switched Telephone Network), Mobile OS, Desktop, or Conference Room. Zoom provides a simple and consistent user experience across all mediums. *Zoom Rooms* is a software-based room system that is revolutionizing the way businesses use their meeting spaces (Ty Buell, 2019). At a fraction of the cost of traditional video conferencing systems, Zoom Rooms supports flawless and high-quality video and audio conferencing with up to 1,000 interactive video participants.

Virtual: Virtual means a simulation of the real thing. Virtual Learning is a simulated Learning Environment via Internet, which provides a convenient communication environment for distant learners. The software platform allows people in different locations to interact with each other and the facilitator as well as engage in learning activities. A virtual Learning Environment enables to bring learners from around the world together online in highly interactive virtual classes while greatly reducing the travel, time, and expense of on-site teaching/training programs (Satbir, 2013). It facilitates instructor and student in teaching-learning events, such as a seminar, online discussion or a live training for employees in company.

Webinar: Webinar tool is one of the latest developments. As globalization is bringing people closer to each other via a number of Information and Communication Technologies, webinars have become indispensable tool in ensuring online educational learning for closer inter-connections between students, educators, researchers and other participants (Andreas, Jeļena, Julija, Ramar, Otilia and Natalia, 2015). Webinar transmits video, audio, and images, it also enables users to share applications and to use whiteboard, the objective being to exchange information in a real-time and two-way format. Webinar creates opportunities for organizations, educators and learners to experience different levels of interaction online and these opportunities are essentially different from other communication approaches such as discussion-board postings and e-mails (Shiang-Kwei, 2008).

Skype: Skype is a software program using voice over IP (internet protocol) or VoIP, (Voice over Internet Protocol) technology. Cross platform, multi-lingual, and free to both download and use, Skype software permits users to make high-quality audio and video “phone calls” over the Internet, send instant messages, and do video conferencing online (Ramaraj, 2015). With Skype, students can learn from other students, connect with other teachers, and expand their knowledge in amazing ways. Skype for education opens the door to many possibilities. Depending on the type of school, educators can use Skype for everything to improve the quality of education. Teachers and parents can also benefit from Skype in the classroom.

Cisco Webex: Cisco has long supported distance learning by integrating Webex into popular learning management systems (LMS), so teachers can teach and students can learn right within familiar tools. Webex directly addresses teachers, administrators, and students’ needs, while making distance learning more secure than ever (Devinder, 2020). In addition, Cisco Webex is dedicated to supporting educators as they transform teaching and learning.

Edmodo: Edmodo is the second global education network and provides communication, collaboration, and training tools to enable all students to reach their full learning potential. Educators are at the center of an engaging network that connects them to teacher colleagues, students, administrators, and even parents (Lucie, 2016). Edmodo also offers tools that enable school leaders and teachers to use powerful analytics, deliver professional development, improve learning outcomes with frequent formative assessment, and curate all their educational content.

WizIQ: WizIQ is another established name in the eLearning industry. For all intents and purposes, this online teaching software has been the go-to tool for instructors to deliver live and on-demand webinars. It is an Online-learning platform for educators to teach and learn online with virtual classroom like environment, educational content and online student teacher interaction (Priyanka, 2016). It is equipped with enough provisions such as slides, desktop

sharing tools, audio, video etc. WIZIQ is very common among academic course content creators. Its Virtual Classroom system enables online delivery of real-time instructor-led learning and has received acclaim from several education service providers.

Moodle: Moodle is one of the most appreciated free online learning management systems. It provides educators with an open source solution for e-learning that is scalable, customizable and secure. It is used worldwide and has a large selection of activities available such as organizing and display courses the way you want on the dashboard and view at a glance current tasks and messages (Lucie, 2016). Moodle is an all-in-one online interface that is completely open source and extremely customizable. It has a huge community of users and developers that support its growth all over the world. It enables educators to host a classroom with thousands of students.

Concepts of Covid-19 Pandemic

Coronaviruses comprise a vast family of viruses, 7 of which are known to cause disease in humans: (SARS-CoV-2, 229E (HCoV-229E), OC43 (HCoV-OC43), NL63 (HCoV-NL63), HKU1 (HCoV-HKU1), SARS-CoV, and MERS-CoV). Covid-19 is the infectious disease caused by the most recently discovered coronavirus. This virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. Covid-19 is now a pandemic affecting many countries globally. Chen, Zhang, and Lu (2020) studied the stability of SARS-CoV-2 in different environmental conditions, using viral culture as a measure of infectivity (rather than PCR), indicating detection of replication-capable virus. They found that the virus was very susceptible to high heat (70°C). At room temperature and moderate (65%) humidity, no infectious virus could be recovered from printing and tissue papers after a 3-hour incubation period or from wood and cloth by day two. The transmission of COVID-19 pandemic believed to occur via respiratory droplets from coughing and sneezing. Virus released in respiratory secretions can infect other individuals via direct contact with mucous membranes. Droplets usually cannot travel more than 6 feet.

Preventive Measures of COVID – 19 Pandemic for Schools

As part of the measures put forward to contain the spread of the deadly virus that has wrecked so much havoc, causing death and untold hardship, the federal government through its agency for health in collaboration with WHO (2020), has approved the following preventive measures which are both to mitigate and suppress the spread of the virus:

Social Distancing: Is designed to reduce interactions between people in a broader community, in which individuals may be infectious but have not yet been identified hence not yet isolated (Wilder-Smith and Freedman, 2020). As diseases transmitted by respiratory droplets require certain proximity of people, social distancing of persons will reduce transmission. Social distancing is particularly useful in settings where community transmission is believed to have occurred, but where the linkages between cases is unclear.

Regular washing of hands with soap and alcohol-based sanitizers: CDC (2020) recommends washing hands with soap and water whenever possible because hand washing reduces the amounts of all types of germs and chemicals on hands. But if soap and water are not available, using a hand sanitizer with at least 60% alcohol can help you avoid getting sick and spreading germs to others.

Use of face mask: Face masks are surgical or procedure masks that are flat or pleated (some are like cups); they are affixed to the head with straps (WHO, 2020). Wearing a medical mask is one of the prevention measures to limit spread of certain respiratory diseases. Face masks help prevent patients from spreading the virus, but they are not as effective as protecting the healthy.

Practice of respiratory hygiene: As part of the measures to contain the spread of the virus, covering your mouth and nose with your bent elbow or tissue when you cough or sneeze and disposal of the tissue have been recommended. The hands should be kept away from touching the face as much as possible.

Case Isolation and disinfection: A cohort study has revealed that adding household quarantine to case isolation and social distancing is the best option to fight the pandemic. Combining all four interventions (social distancing of the entire population, case isolation, household quarantine and school and university closure) is predicted to have the largest impact, short of a complete lockdown which additionally prevents people going to work.

Secondary School Administration

Education is the best legacy; a nation who failed to educate her citizens denies them sustainable means of livelihood. According to Adebayo, (2001) administration is the organization and direction of persons to accomplish a specified goal. It involves the management of all school operations, from creating a safe learning environment to managing the school budget. Babalola and Hafsatu (2016) posit that educational administration “consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development of appropriate programmes for teaching and learning, procuring, managing personnel and material to implement teaching and learning”. Generally, it could be observed from the above definitions, that School Administration involves the management of human, material and financial resources towards the attainment of a set School organizational goals and objectives.

In the field of Administration and Management, POSDCORB broadly uses it as the classical view of Organizational theory. This acronym represents the functional responsibilities of an administrator, as formulated by Luther Gulick and Lyndall Urwick in the year 1937 (Sambit, 2020). The acronym stands for Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. This really refers to the many steps or phases involved in a distinctive administrative process. Averred by Hitesh (2020), the steps are explained thus:

Planning: Planning refers to the establishment of a broad draft of the work. It is to accomplish and the process incorporated to implement them. Planning is the hallmark of intelligent behavior. An organization, in order to reach its goals, must first set them and set them right. It is deciding the direction in which all the efforts and all the manpower of the organization will be directed over a fixed tenure of time in order to strive for a predetermined outcome. This outcome must be challenging enough to motivate but not daunting so as to scare and frustrate the workforce (Sambit, 2020). The complexities of modern technology in the prevailing society have given rise to the need for planning in education. Educational planning is a process utilized by an administrator while performing the role of a leader, decision maker, and change agent and so on. It is a basic management task and a means of achieving higher levels of effectiveness (Pandya, 2011).

Organising: Organising involves formally defining, synchronizing, and classifying the various subdivisions or sub-processes of the work to do. Here, the manager has been advised to arrange for all the necessary resources i.e. raw materials, monetary resources, human resources, and technology as well as the managerial expertise to help achieve the goals set under planning process. Division of work amongst the workers and specialization is required to ensure efficiency. In order to overcome problems associated with division of labour, POSDCORB theory suggests that the division of labor and organization of their duties should be done by working out an optimum mix between purpose, process, clientele served or materials used and job location. According to Pandya (2011), educational organisation means two things; one is the educational institution and the other is organisation of resources. All types of resources meant for the educational program are organized or made available in an organization or institution for realizing the educational objectives or goals.

Staffing: This principle signifies the importance of human resource for any organization. It outlines the procedures such as recruitment, training and retaining the right kind of employees for the specific jobs. It also involves preparing them for their roles in the organization. Staffing involves selecting and recruiting the correct applicants for the job, and facilitates their training and orientation while sustaining a promising work environment (Hitesh, 2020). Efficient and able persons are to be appointed in the organisation and each worker should be appointed in the right place so that he/she can discharge his duties with utmost efficiency.

Directing: Directing entails delegating structured and decision-making instructions and orders to accomplish them. Here, after the plans have been laid out; necessary materials been sorted and employees hired to perform the jobs; the manager has to direct their efforts towards the ultimate goals of the organization by dividing those ultimate strategic goals into small, workable, time-bound targets. He has to perform the role of mentor and motivator as in telling them how to do their jobs in the best possible manner and encouraging them to perform better by overcoming the challenges. It is essential that there must be an authority or an order or a policy for providing direction to the management of every educational programme and for taking decisions in solving the problems (Pandya, 2011).

Co-ordinating: This basically refers to orchestrating and interlinking the various components of the work. Here, the Chief Manager would have to take steps to coordinate the efforts by various departments so as to ensure that they are moving in tandem with each other. If one department moves out of sync, the efforts of all the departments will collapse. For this, the manager has to arrange for the following two things:

- He has to appoint managers for each department/workstation/project who will coordinate the efforts of the employees under their charge with those under other managers. This delegation of authority has to exist for seamless coordination.
- Each and every employee has to be made aware as to how his role fits into the larger, organizational whole. This gives him a clear idea as to his responsibility and prepares him to take necessary efforts for doing his part of the job.

Co-ordination is an important activity of educational administration, which ensures the close inter-relation and integration of all the functional activities of the organization such as personnel, finance and production for desired results (Diksha, 2016).

Reporting: Reporting contains frequently updating the superior about the improvement or the work-related doings. The information distribution can be through inspection or records. Reporting refers to keeping the channels of communication open both the ways throughout the organization (Pandya, 2011). This helps in reporting the progress of the work to the superior authorities and lets them make modifications to the plan if required. Similarly, all the essential exchange of information such as problems of employees, new regulations, appreciation etc. can be easily shared with the concerned parties within very less time and minimal distortions.

Budgeting: Budgeting comprises all the happenings under Accounting, Auditing Control, and Fiscal Planning. Finance is the lifeblood of any organization. Appropriate and consistent account of every penny spent is crucial for the survival and prosperity of any organization. Resources – man, money, material and time – should be allocated to each and every work center or project in advance and the employees responsible should be held accountable for their stipulated usage (Sambit, 2020). This is necessary to gauge the estimates for any such future requirements and also to investigate any source of mistake or fraud.

Every firm (education or business), desires to have a methodical framework it follows. Effective administration results in extreme output, least expenditure, and higher goal achievement. POSDCORB is a technique in management where staff and personnel can accomplish its goals effectively. These phases and steps of these principles support the Human Resource team to deliver to the desires of an organization (Hitesh, 2020). In the light of above discussed steps of administration, it can be strongly said that the management of any educational program will be meaningful and successful if there will be proper co-ordination and integration among its different aspects.

Concept of Teaching and Learning

Since the end of the last century, the phenomenon of learning has received increasingly more attention. Both nationally and internationally, there is a political focus on learning and a “call for harnessing knowledge about learning and applying it more systematically to education” (Dumont, Istance & Benavides, 2013). Birkenholz, (1999) defined “Learning as a change in behavior, which is demonstrated by people implementing knowledge, skills, or practices derived from education.” Teaching is a set of events, outside the learners which are designed to support internal process of learning. The process of teaching and learning aims at transmission of knowledge, imparting skills, and formation of attitudes, values and behaviour. Teaching involves setting appropriate learning experiences for students, and for that purpose, it includes selection and sequencing of activities or kinds of interactions that would lead to expected learning. Teaching is intended to learning, without learning teaching is incomplete. Teaching is purposive and leads to intended (desirable) learning. Human learning starts at birth (OECD, 2007) and continues until death as a consequence of ongoing interactions between people and their environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Teaching and learning has become one of the most used words in the field of education. Teaching and learning process are combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

Edeh, Chika, Ayobamidele and Shuvro (2020) conducted a study on the impact of coronavirus pandemic on education. The study adopted a survey design. Self-prepared questionnaires were administered to 200 respondents that comprised of educators, students, parents and policy makers selected from different countries, including Nigeria, Bangladesh, India and Saudi Arabia. Due to the lockdown, the questionnaires were administered online using online survey platform. Their result shows that coronavirus disrupted educational activities and tends to reduce educational opportunities for disadvantaged people. It displaced students and teachers and created multiple barriers in teaching and learning. Also, that more than 70% of the respondents agreed that inadequate facilities such as lack of computer, internet facility, were the major factors that limited their engagement in Online education. Therefore, the study establishes that the Coronavirus pandemic has adverse effects on education. These effects were felt by both educational institutions, educators, students and parents and other stakeholders in education. The study emphasizes the need for adoption of technology in education, as a way to curb the effects of Coronavirus and other future pandemics in education.

Mitigation of COVID-19 Pandemic Effect on Educational Management through Online Platform

While school closures seem to present a logical solution to enforcing social distancing within communities, prolonged closures tend to have a disproportionately negative impact on the most vulnerable students. They have fewer opportunities for learning at home, and their time out of school may present economic burdens for parents who may face challenges finding prolonged childcare, or even adequate food in the absence of school meals. As COVID-19 pandemic quickly led to the closure of universities and colleges around the world, one strategy adopted by the government to fill the space is the introduction of online platform into the educational system. According to UNESCO (2020) on National Learning Platforms and tools, online libraries, Television broadcasts, guidelines, resources, video lectures, online channels are organized and introduced in at least 96 countries. To increase the coverage of the school lessons to the population, live transmission of lessons are broadcasted through the TV channels in different subjects nationwide.

In a study conducted by Basilaia and Kvavadze (2020) on Transition to Online Education in Schools during COVID-19 Pandemic in Georgia, they discovered that online education help in the planning, development and acquisition of knowledge from the different remote locations. Different countries worldwide introduced various solutions during the pandemic to continue the education process.

Aftab, Adel, Syed, Mohammed and Eraj (2017), studied the impact of learning management system and WhatsApp application as educational tools on students' academic achievement and attitude. The sample population was the students of six medical colleges of Riyadh, Saudi Arabia attending Medical Pharmacology's semester course in Bachelor of Medicine, Bachelor of Surgery (MBBS) program from September 2016 to January 2017. An exploratory approach was adopted based on a comparison between students exposed to only in-class lectures (Group-N), in-class lectures together with WhatsApp platform to disseminate the lecture slides (Group-W) and students group with in-class lectures facility blended with Learning Management System (LMS) and WhatsApp platform (Group-WL). The control group contained 25 students. Whereas experimental Group-W and Group-WL had 21 and 26 students, respectively (Total=72, M=32,

F=40). The students' grades were assessed using unified multiple-choice questions at the end of the semester. Data were analyzed using descriptive statistics and Pearson correlation ($p < 0.01$). The result showed the usefulness of WhatsApp messenger as an educational tool or learning platform for enhancing students' knowledge and overall achievements in examination grades. Mobile learning through WhatsApp helps students to discuss more challenging topics or courses in the virtual environment. Using learning management system (LMS) tool showed a significant positive correlation in improving students' grades. Additionally, use of WhatsApp enhances students' in-class attendance though statistically insignificant.

Methodology

The research design used for this study was an Expost-Facto. The research area for this study was Akwa Ibom State. The population of this study comprised policy makers in ministry of education, and public-school administration in Akwa Ibom State. A stratified random sampling technique was used in the study. 100 teachers, 50 principals, 100 vice principal, 5 directors, and 5 deputy directors (under the ministry of education), were randomly selected to give a total of 260 respondents as the sample size. The main instrument used in this study was an interview schedule titled "APPLICATION OF ON-LINE PLATFORM, SECONDARY SCHOOL ADMINISTRATION AND TEACHING/LEARNING QUESTIONNAIRE (AOPCSSATLQ)". Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.81 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistical analysis and simple regression analysis. The test for significance was done at 0.05 alpha levels.

Results

Hypothesis One

The null hypothesis states that online platform does not significantly mitigate covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State. In order to test the hypothesis simple regression analysis was performed on the data, (see table 1).

TABLE 1: Simple Regression Analysis of online platform does not significantly mitigate covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State.

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.92a	0.84	0.82	0.87	0.84

***Significant at 0.05 level; df= 258; N= 260; critical R-value = 0.139**

The above table 1 shows that the calculated R-value (0.92) was greater than the critical R-value of 0.139 at 0.5 alpha levels with 258 degree of freedom. The R-Square value of 0.84 predicts 84% to which online platform significantly mitigates covid-19 pandemic effect on secondary school planning. This rate of percentage is highly positive and therefore means that online platform significantly mitigate covid-19 pandemic effect on secondary school planning for effective teaching and learning in Akwa Ibom State. The result therefore was in agreement with

the research findings of Pandya (2011) who asserted that planning is a process utilized by an administrator while performing the role of a leader, decision maker, and change agent. It is a basic management task and a means of achieving higher levels of effectiveness. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Hypothesis Two

The null hypothesis states that online platform does not significantly mitigate covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State. In order to test the hypothesis simple regression analysis was performed on the data, (see table 2).

TABLE 2: Simple Regression Analysis of online platform does not significantly mitigate covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State.

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.94a	0.88	0.88	0.57	0.88

***Significant at 0.05 level; df= 258; N= 260; critical R-value = 0.139**

The above table 1 shows that the calculated R-value (0.94) was greater than the critical R-value of 0.139 at 0.5 alpha levels with 258 degree of freedom. The R-Square value of 0.88 predicts 88% to which online platform significantly mitigates covid-19 pandemic effect on secondary school co-ordination. This rate of percentage is highly positive and therefore means that online platform significantly mitigate covid-19 pandemic effect on secondary school co-ordination for effective teaching and learning in Akwa Ibom State. The result therefore was in agreement with the research findings of Diksha, (2016), co-ordination is an important activity of educational administration, which ensures the close inter-relation and integration of all the functional activities of the organization such as personnel, finance and production for desired results. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Hypothesis Three

The null hypothesis states that online platform does not significantly mitigate covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State. In order to test the hypothesis simple regression analysis was performed on the data, (see table 3).

TABLE 3: Simple Regression Analysis of online platform does not significantly mitigate covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State.

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.79a	0.63	0.62	1.10	0.63

***Significant at 0.05 level; df= 258; N= 260; critical R-value = 0.139**

The above table 1 shows that the calculated R-value (0.79) was greater than the critical R-value of 0.139 at 0.5 alpha levels with 258 degree of freedom. The R-Square value of 0.63 predicts 63% to which online platform significantly mitigates covid-19 pandemic effect on secondary school staffing. This rate of percentage is moderately positive and therefore means that online platform significantly mitigate covid-19 pandemic effect on secondary school staffing for effective teaching and learning in Akwa Ibom State. The result therefore was in agreement with the research findings of Hitesh, (2020), who avowed that staffing signifies the importance of human resource for any organization, it outlines the procedures such as recruitment, training and retaining the right kind of employees for the specific jobs also involves preparing them for their roles in the organization. Staffing involves selecting and recruiting the correct applicants for the job, and facilitates their training and orientation while sustaining a promising work environment. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

Based on the findings of the study, it is noted that various online platforms are important and aids in effective teaching and students' learning in secondary schools. Although the presence of online platform does not ensure equity and accessibility in learning, it has the power to lower barriers and enhance effective learning in this era of covid-19 pandemic. No matter their perceived geographic locations of the institute, they should be able to implement the use of platforms teaching-learning purposes. Therefore, the study concludes that online platform significantly mitigate covid-19 pandemic effect on secondary school planning, co-ordinating, and staffing, for effective teaching and learning in Akwa Ibom State.

Recommendations

It is therefore, recommended that:

1. Government should develop and implement learning resources that embody the flexibility and power of online learning to create equitable and accessible learning ecosystems that makes learning possible for all students around the country.
2. School management should liaise with policy makers and management of Nigeria Education Service to provide internet infrastructure in schools. This is relevant because provision of internet infrastructure in schools is a key strategy to promoting online platform and teaching learning processes.
3. Institutions that offer online courses or programs should provide incentives and make effort to present to different educational faculty the research about the efficacy of fully online and blended learning for achieving student learning outcomes.

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