

INFLUENCE OF PARENTAL SOCIO-ECONOMIC STATUS AND E-LEARNING EDUCATION IN THE COVID-19 PANDEMIC ERA

DIENYE, Ruth A. & GIMBA, Rosanna M.

Department of Educational Foundations (Sociology of education),

School of Education,

Federal College of Education (Technical), Omoku, Rivers state ,Nigeria

Corresponding Email : ruth.dienye@fctomoku.edu.ng

Abstract

This paper examined the Influence of parental socio-economic status and e-learning education in the COVID-19 pandemic era. In doing this, an attempt was made to explain the meaning of COVID-19 disease and its effect on the education system. The COVID-19 pandemic led to a lockdown of the sectors of the economy, including the education sector in 2020. The shutdown of the education system led to the popularization of online learning or the e-learning method of teaching and learning. The low socio-economic status of some parents hindered the access of some students to the e-learning method of education. Recommendations were made that parents should provide the ICT devices needed by their children and a conducive environment with internet based facilities should be provided at home. Computer appreciation should be properly supervised in the schools, while the government and school proprietors should also provide adequate modern ICT facilities in the schools.

Keywords: *COVID-19, e-learning, Information and Communications Technology (ICT), socio-economic status*

Introduction

The world has been ravaged by a pandemic caused by the corona virus disease since 2019 (COVID-19). COVID-19 was discovered in Wuhan, China in 2019 and this led to a global pandemic and lockdown in 2020. Corona virus disease is a deadly disease that has the symptoms including shortness of breath, cough, feverish conditions and so on. The World Health Organization (2020) in Adedoyin and Soykan (2020) posit that the Director General of WHO in March 2020 declared COVID-19 a pandemic after assessment of the rapid spread and severity of the deadly virus across the globe with additional announcement of social distancing as a means of curbing the spread of the pandemic. This virus led to a pandemic which resulted to a lockdown of the education sector as well as other sectors of the economy. The shutdown of the education system led to disruption of academic activities at the primary, secondary and tertiary levels. Some institutions that were technologically inclined and equipped were able to engage in the e-learning mode of teaching and learning. The COVID-19 pandemic exposed the non-preparedness of some educational institutions in the area of technology. This led to the installation of computers and other internet based facilities in some institutions of learning. Education in the COVID-19 Pandemic Era .Education is the key to sustainable development. This implies that no nation can be fully developed without education. The COVID-19 pandemic has without doubt affected the education system. During the lockdown period, students could not go to school and this led to the popularization of the e-learning or online learning. This method of teaching and learning involves the use of the internet and other

Cite this article as

Dienye, R.A., & Gimba, R. M. (2020). Influence Of Parental Socio-Economic Status And E-Learning Education In The Covid-19 Pandemic Era. THE COLLOQUIUM, 8(1), 110-113

electronic devices. Some students were taught online with the use of computers, phones and tablets. The use of this method of teaching and learning was hindered by the fact that some students and teachers had no access to the computers and internet due to the low socio-economic status of some parents and teachers. The society has become technologically-driven but technology is expensive and requires experience and expertise. Human capital is gradually becoming obsolete while technology is replacing human efforts. According to Fafunwa (2004), education is the sum total of all the processes by means of which an individual develops abilities, special skills and other forms of behaviour which are inherently cherished by the society in which the individual lives. This implies that for special skills to be developed by the individual, education should be acquired. Education empowers an individual with the enabling environment to survive in the society. The covid-19 pandemic has created more awareness and relevance of the e-learning method of teaching and learning. This involves the use of Information and Communications Technology (ICT) and internet based facilities like computers, laptops, smartphones, tablets etc. These devices are quite expensive and may not be affordable by all categories of learners due to their socio-economic status. It is also important that teachers and learners are technologically inclined before these devices can be used. The e-learning method is relevant for all categories of learners at the primary, secondary and tertiary levels. Most of these institutions of learning lack basic technological devices which could hinder the process of e-learning. All through the lockdown period in the Nigerian society in 2020, some institutions of learning that were not ICT compliant could not continue with the teaching and learning process. The lockdown period revealed the lack of readiness of these institutions that were not ICT based. The society has become technologically driven in this 21st century and the education sector should not be left behind. In order to ensure continuity of learning and access to relevant information, the e-learning system of education should be adopted.

Relevance of ICT and E-learning in the COVID-19 Pandemic Era

Information and Communications Technology (ICT) is a convergence of audiovisual and telephone networks through single cabling or link system. ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distant learning . Suryani (2020) posits that the benefits of ICT in supporting teaching and learning includes developing literacy skills, increasing motivation in schooling, promoting active learning, independent learning, dynamic and collaborative learning and meta-cognitive learning. This implies ICT promotes independent and dynamic learning which is relevant in the covid-19 pandemic era, since the students learn independently at home. E-learning or electronic learning is a product of ICT. The European Commission (2001) in Arkorful and Abaidoo (2014) describes e-learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. E-learning also refers to the use of information and communications technologies to enable the access to online learning/teaching resources. E-learning enables teaching and learning to be carried out online at the convenience of the teachers and learners. Liu and Wang (2009) in Arkorful and Abaidoo (2014) posit that the features of e-learning process are chiefly centred on the internet, global sharing and learning resources. Information broadcast and knowledge flow by way of network courses and flexibility of learning as computer generated environment for learning is created to overcome issues of distance and time.

Cite this article as

Dienye, R.A., & Gimba, R. M. (2020). Influence Of Parental Socio-Economic Status And E-Learning Education In The Covid-19 Pandemic Era. *THE COLLOQUIUM*, 8(1), 110-113

E-learning involves the use of modern devices such as phones, laptops, computers and other electronic devices for teaching and learning. E-learning in the COVID-19 pandemic era can be useful in the following ways:

1. E-learning creates room for a large audience to learn at the same time.
2. Online learning ensures the continuity of learning, even in the period of lockdown.
3. E-learning enlarges the learners scope of study.
4. E-learning encourages computer literacy
5. Online learning creates room for social distancing

Ajibero in Awana (2007) stated that the internet has become an invaluable tool for learning, teaching and research. The internet enables the teachers and learners to have access to relevant and current issues facing the society as a whole and the way forward from these challenges.

Challenges of E-learning in the COVID-19 Pandemic Era

The use of e-learning in the COVID-19 pandemic era can be faced with the following challenges:-

- 1.The electronic devices that are internet based may be too expensive for some teachers and learners to afford.
- 2.Some of the teachers and learners are not computer literate which makes it difficult for them to use these devices.
- 3.Areas with poor network coverage may not have access to the internet.
- 4.E-learning may not give room for proper one on one (physical) evaluation of the learners.
- 5.E-learning makes physical socialization among the learners difficult.

Influence of Parental Socio-Economic Status on Education in the COVID-19 Pandemic Era

Ezewu in Aminigo (2009) defines socio-economic status as the social and economic status of an individual or a family in any given society. This implies that the socio-economic status of an individual is affected by the individual's financial position. If the parents are on a high socio-economic status, it will be possible for them to purchase the needed ICT devices such as smartphones, computers, tablets and other internet-based devices needed by their children. This would ensure that the children have access to the e-learning method of teaching and learning. High socio-economic status of parents will however ensure that the children are able to attend institutions with modern ICT facilities which will adopt the use of e-learning method of teaching and learning. The present situation of the Nigerian society, features inflation, high cost of living, starvation, poverty and hardship. A lot of families can barely feed themselves and this has in turn hindered the access to ICT-based devices for their children. According to Morgan et al., (2009), in Núñez and Cuisia-Villanueva (2020), children who come from low socio-economic status households develop academic skills lower than those who are from higher socio-economic families. These low academic skills could be as a result of a low access to the necessary learning skills and materials needed by the children. Parents having a low socio-economic status may not be able to afford these ICT and internet based devices for their children. Bradley et al., (2001), in Núñez and Cuisia- Villanueva (2020) are of the opinion that poor households have less access to learning materials which promotes a positive literacy environment. The low socio-economic status of some households could hinder their children from having access to the relevant learning materials. This could also prevent them from having

Cite this article as

Dienye, R.A., & Gimba, R. M. (2020). Influence Of Parental Socio-Economic Status And E-Learning Education In The Covid-19 Pandemic Era. *THE COLLOQUIUM*, 8(1), 110-113

a conducive environment for learning. For education to thrive in the covid-19 pandemic era, parents should make conscious efforts to provide basic e-learning materials for their children.

Conclusion

Education is the key to sustainable development and its importance cannot be over-emphasized. The COVID-19 pandemic era has revealed the non-preparedness of some educational institutions for a lockdown situation. Many students do not have access to internet based ICT devices due to the low socio-economic status of their parents. Some educational institutions also lack modern ICT facilities needed in the schools. Provision of these modern ICT based devices will ensure the continuity of learning in subsequent lockdown situation.

Recommendations

In order to ensure effective and un-interrupted learning in a lockdown situation, the following recommendations are made:

1. Parents should purchase ICT devices needed by their children, even if payments will be made in installments.
2. Parents should provide a conducive environment with internet based facilities at home in order to encourage e-learning at home.
3. Parental encouragement would also promote education in the covid-19 pandemic era.
4. Parents should supervise the use of these ICT devices by their children as parental control is necessary to avoid undue exposure to vices on the internet.
5. Computer appreciation should be effectively supervised by the school proprietors.
6. The government and school proprietors should provide adequate modern ICT facilities in the schools.
7. School proprietors should adequately supervise the teaching and learning of computer studies in the schools.
8. Government and other school proprietors should subsidize the purchase of computers and laptops for students and teachers at all levels.
9. Government should liaise with telecommunication companies to provide quality network services.

References

- Adedoyin, O. B. & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Journal of Creative Education*, 12(7) <https://www.tandfonline.com>
- Aminigo, I. M. (2009). *Model essays in education*. University of Port Harcourt Press.
- Arkorful, V. & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in higher education. *International Journal of Education and Research* , 2 (12) <https://www.ijern.con>December-2014>.
- Awana, B. O. (2007). Modern library facilities to enhance learning in a teachers' college. <https://www.ajol.info>download>.
- Fafunwa, B. A. (2004). *History of education in Nigeria*. NPS Education Publishers.
- Núñez, Y., & Cuisia-Villanueva, M. C. (2020). A study on the impact of socioeconomic status on emergency electronic learning during coronavirus lockdown. <https://www.files.eric.gor>fulltext>.
- Suryani, A. (2010). ICT in education. its benefits, difficulties and organizational development. <https://www.research.net>publication>

Cite this article as

Dienye, R.A., & Gimba, R. M. (2020). Influence Of Parental Socio-Economic Status And E-Learning Education In The Covid-19 Pandemic Era. THE COLLOQUIUM, 8(1), 110-113