

An Analysis of E-Listening Comprehension Perception in Online Instruction: A Case Study of Secondary School Students in Kwara State, Nigeria

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Abstract: E-listening comprehension in an online instruction study was necessitated by the exigencies of the COVID-19 lockdown when lectures had to be online. So, the study analyzed students' perceptions of the gains and desirability of learning through electronic and technological devices as obtained during the lockdown. Based on being in different courses (Arts, Science and Commercial) of study, gender (male and female), and public and private school attendance, 176 secondary school students responded to a 13-item online questionnaire distributed to the population through texting and social media outlets. The collected data were analysed using mean scores, T-test, and ANOVA statistics. The study found that students keep a positive perception of e-listening comprehension in online instruction, the strategy (online instruction) benefits participants across the study divides, but with speech speed and accent as constraints to effective comprehension in the e-listening strategy. It also finds no significant difference among participants based on gender, between attendees of public and private schools. The study recommends further training of teachers of different subjects in content development to enrich online instructions, and stakeholders and to make adequate provision of e-instruction required devices to eliminate time/space constraints on learning.

(Keywords: E-learning, E-listening Comprehension, Online instruction, Pandemic, Perception, Second Language Learning)

Introduction

The outbreak of COVID-19 caught the world by surprise. COVID-19 is a pandemic that originated in Wuhan, China, around December 2019. By February 2020, nearly every part of the world was already in serious fear as a result of the unimaginable speed at which the disease spread around the globe (Hengbo, Li & Ping, 2020). Subsequently, most countries around the globe began to have infection cases except for North Korea, Turkmenistan and Tuvalu, as of February 22, 2022 (India Today).

The pandemic severely impacted every sector of humanity, particularly education. It was discovered that COVID-19 spreads the most through human-to-human physical contact, for which global restrictions were placed in early 2020. UNESCO (2020) reports that as a

دراسة تحليلية لإدراك الاستماع والفهم الإلكتروني في التدريس عبر الشبكة المنكوتية لطلاب المدارس الثانوية لولاية كوارا / نيجيريا

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ملخص: هدفت هذه الدراسة إلى الكشف عن تصورات الطلبة لفوائد التعليم الإلكتروني ورغبتهم فيه، ومدى فهم الاستماع الإلكتروني في جانحة كورونا (كوفيد 19-). وما إذا كانت هناك فروق في تصوراتهم تعزى إلى متغيرات (الجنس، والمساقات الدراسية، ونوع المدرسة). تكونت عينة الدراسة من (176) طالبا وطالبة في المدارس الثانوية في ولاية كوارا في نيجيريا في عام 2020، طبقت عليهم استبانة تكونت من (13) فقرة. أظهرت نتائج الدراسة أن تصورات الطلبة كانت إيجابية نحو استخدام التعليم الإلكتروني فهم الاستماع الإلكتروني، على الرغم من وجود بعض العوائق أمام الفهم كالسرعة في الكلام واللهجة، وبينت النتائج كذلك عدم وجود فروق دالة تعزى إلى متغيرات الجنس والمساقات الدراسية ونوع المدرسة. وأوصت الدراسة بمزيد من التدريب لمدرسي لمواد المختلفة في مجال تطوير المحتوى لإثراء التعليمات عبر الإنترنت، وتوفير الأجهزة المطلوبة للتعليم الإلكتروني بشكل مناسب لإزالة القيود الزمنية والمكانية للتعليم.

(الكلمات المفتاحية: التعلم الإلكتروني، فهم الاستماع الإلكتروني، التعليم عبر الإنترنت، الوباء، الإدراك، تعلم اللغة الثانية)

result of the pandemic, around 1.6 billion registered learners were unable to physically attend schools globally by March 2020. This scenario, therefore, warranted the widespread resort to online instructions for students as an alternative means of keeping education going. This development, moving forward, makes the issue of the perception of e-listening comprehension in online instruction a matter of interest, especially in English as a Second Language (ESL) medium of instruction contexts like Nigeria as a member of the Commonwealth nations.

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The secondary school level of education in Nigeria is post-primary College and a level of education where students spend six years equally divided into basic and senior secondary. Successful students must pass a minimum of five subjects at the credit level, including English language and mathematics from one of the two national examinations to meet the requirement for admission into the university. Kwara State is one of the 36 states and the Federal Capital Territory that constitute the Nigerian Federation. The problem of this study, therefore, is the need to analyse students' perceptions of e-listening comprehension in various online instructions mostly via different social media platform in the various school subjects at the secondary school level in Kwara State, Nigeria. This analysis was considered very necessary since very many students were not used to e-listening hitherto. So, determining the participants' perceptions in the novel instructional mode constitutes a research gap. This study, therefore, sought to systematically gather relevant data from participants across school subjects in a survey with an online questionnaire on the perception of students' e-listening comprehension across secondary schools during the COVID-19 warranted lockdown in Kwara State, Nigeria.

E-listening is a novel medium of listening comprehension practice that is predicated on the use of electronic means (such as audio/visual tape, the internet) to make oral input accessible to students. E-listening research, like this one, is essentially a study on the electronic listening behaviour of secondary school students, which scholars (Chueva, 2018; Dmitry et al., 2020; Huseyni & Salehi, 2009) describe as offering learners essential knowledge and skills of language and general learning. They add that it makes learning independent, eliminates the obstacles of space, and is cheaper. E-listening offers the opportunity for teachers of English as a Second Language (ESL) the ability to record the sounds, native speakers' Oracy, recitations and dialogues sufficient for internet and other devices for ESL learners' personal training and practice.

Perception is a kind of mental processing of a stimulus, that involves transferring sensory stimulation to background knowledge, or precept that (Csiser & Dornyei. 2005) assert is central to language learning. They contend that perception influences the success, or otherwise of whatever

strategies are deployed to facilitate every aspect of language. Dagnev (2017) submits that perception as a cognitive process of preparedness inspired by experience that influences individual's reactions to every stimulus, which can manifest in an implicit, or explicit disposition, in this case, e-listening. Dagnev (2017) and Becirovic et al. (2021) conclude that perception has immense influence on the relationship students have between success attained in learning from electronic sources success and their ESL language learning strategy.

Purpose of the Study

The study sought:

- To determine how secondary school students perceive e-listening comprehension in online instruction;
- To find out whether differences exist in students' perceptions of e-listening comprehension in online instruction that are due to gender;
- To find out whether differences exist in students' perceptions based on the different courses of study in Arts, Sciences and Commercial to e-listening comprehension in online instructions;
- To find out whether differences exist in students' perceptions of e-listening comprehension in online instruction based on attendance at public and private schools.

Research Question

The study poses the following research questions:

- a. What are the perceptions of secondary school students e-listening comprehension in online instruction?
- b. What are the differences that exist in students' perceptions of e-listening comprehension in online instruction based on their gender as male and female?
- c. What are the differences that exist in students' perceptions of e-listening comprehension in online instruction based on the students' different courses of study in Arts, Sciences, and Commercial?
- d. What are the differences that exist in students' perceptions of e-listening comprehension in online instruction based on their attendance at public and private schools?

Conceptual Framework for the Study

The conceptual framework for this study is guided by the theory of Uses and Gratification Expectancy Model (UGEM) (Makingu et al., 2007). The Uses and Gratification Expectancy Model (UGEM) concept offers a template for analysing the procedures used by students to seek information or access contents discriminatorily that are adequate for their needs in learning, convictions, inspirations, and intentions in the e-learning process. The concept has four basic functions:

- a. It forms a background framework for conceptualizing perception of students, conception and activity in e-learning.
- b. it acts as an indicator for monitoring the teaching and learning process in online instruction;
- c. it reveals possible inertia forces that may constrain students’ uses of electronic media in an educational context.
- d. as a consequence, it has a forecasting character; it may be used to predict the success of the

inclusion of 'media and learning in education systems (Schlöglmann, 2001).

The ‘Uses and Gratification Expectancy’ concept serves to fulfill students’ concerns for information and the tendency of the UGE medium to gratify their needs through the use of media technology in education to meet the 'expectation and evaluations’ of e-learning resources. This concept offers that e-learning materials have potent tendencies that are likely to meet students’ learning needs, learning styles, values, inspirations, desires, aspirations and curiosity. It is assumed, therefore, that students have the probability of using e-learning resources to satisfy their cognitive needs that bother students’ access to information, learning, understanding, innovation and critical thinking skills. Others include affective needs that include students’ emotional gratification, self-fulfilment and aesthetic satisfaction; and personal integrative which entails students' desire for confidence to become self-regulating learners. Social integrative need refers to students' needs for relationships for partnership and association within the learning context; and entertainment need is for students’ desire for e-learning resources that elicit charm and excitement and relieve tension (Hamilton, 1998; Severin & Tankard, 1997; Munro & Rice-Munro, 2004).

Figure (1)

This study’s researchers designed a diagram to describe the conceptual framework of the study.

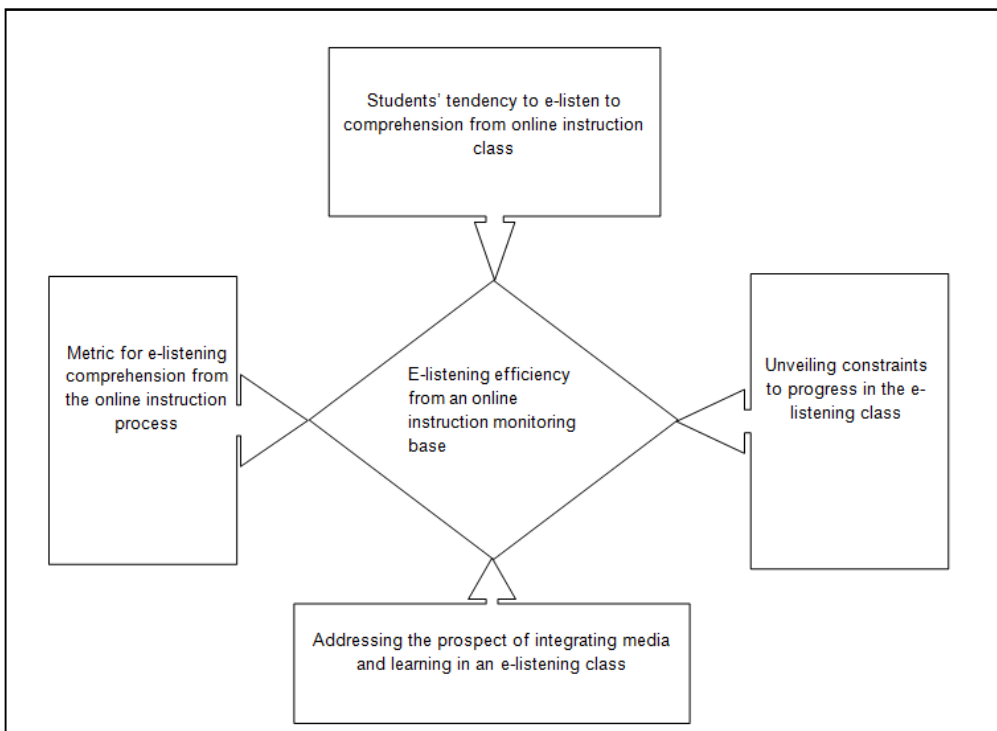


Figure (1) illustrates the different discourses associated with the task of e-listening comprehension from online instruction in the ESL context are shown. The discourse incorporates the students' perception of online instruction, as this ingrained perception also influences their attitude towards the entire e-listening process. As a result, a phase of the framework seeks to determine students' readiness for e-listening in online instruction across secondary school subjects.

Another phase is devoted to metrics for determining e-listening comprehension progress in online instruction. These metrics encompass criteria that enhance e-listening comprehension, such as the use of socio-affective strategies with co-learners to validate and refresh acquired knowledge, and a sufficient understanding of the English language as the medium of online instruction, among others.

Other phases of the framework include identifying hindrances to effective e-listening in online instruction like speed and accent of online communication, inadequate knowledge of the English language as the medium of online teaching, the problem relating to lack of physical facial contact and exchanges with the instructor for immediate remediation of seeming broken lines of communication, and technical challenges. The last phase contained in the diagram is inspiring the prospect of effectively combining media and technology for e-listening and moving forward as an emerging medium of teaching and learning.

Literature Review

Salsibar and Utami (2021) argue that online instruction enables flexibility for both teachers and students as learning is not constrained by space or time through this medium, almost everywhere and all the time may be used while Almasri (2022) views the widening internet access and growth in technology and devices for communication as impacting positively on education. Susilowati (2020) identifies constraints to online instructions to include difficulty for some students to operate the e-platform, internet inconsistency; poverty and inability to interact to confirm comprehension, among others. These factors may have an intervening effect on students' perceptions of e-listening comprehension in most online instruction.

Listening, according to Sadiku (2015), constitutes the first skill in language development, with an effective listener becoming successful in language understanding, and subsequently language usage. She views listening as a form of receptivity, which goes beyond just hearing but enhances apprehension from speech and enables the listener to gain a strong foothold in the communication process. Al-Jamal (2007) points to the unique utility of listening to reading, making sense out of instructions and learning interactions by which meanings made through such listening are stored in long-term memory for subsequent use as needs arise.

Online instruction became a very popular means of schools' operations across levels during the lockdown occasioned by COVID-19. Awake (2011) identifies the commonly used media and technology devices for e-learning to include Twitter, WhatsApp, Facebook, Telegram, Instagram, Botim, Blackberry Messenger, Badoo, Imo, YouTube, 2Go, Myspace, Gmail, Yahoo, Goggle+; and several of these were put to use for divergent instructional objectives when the lockdown persisted. Megan and Priscilla (2014) found that students are generally used to the use of social media. And quite

a few of them were already on different social media platforms before the COVID-19 outbreak. Although in the Nigerian context students are on social media for mostly entertainment. Schleicher (2020) posits that the impacts of COVID-19 include the higher cost of education facilities, increased instructional mobility, loss of instructional time, constraints in determining learning success and unpreparedness for digital classrooms.

E-listening offers a further opportunity in the renewed campaign for effective listening comprehension as listening is undoubtedly the polestar of language learning (Vandergrift, 1999). Obanya (2020) views e-listening as one of the discoveries of the digital age, which deploys interconnectivity, communication and technology-invested tasks through different devices and the internet for e-based activities including listening. Such processes connect the teacher's class to other classes globally. Nugroho (2020) posits that online learning is the deployment of the internet to access learning materials and interact with content, teachers, and students without being limited by space and time. Dmitry et al. (2020) consider

listening a passive by-product of speaking, which makes it so fitting to be facilitated by e-listening. E-based instructional context serves students to learn, have access to educational information independently, and have the opportunity to learn together with co-students.

E-listening, therefore, describes a unique pattern of constructing meanings from other speakers who disseminate their aural output through the use of the internet. This situation includes a form of online listening, which is strictly for learning. Online instruction, therefore, is described as the deployment of an internet platform to disseminate and access learning material by way of exchanges (live or recorded) of content among teachers and co-students. In this process, students make advancements in learning (Susilowati, 2020).

The inevitability of listening comprehension to any progress in mastery of English as a Second Language (ESL) continues to make studies on listening in whatever form a matter of deserving interest. Focus on listening comprehension seeks to solve problems of lexical complexity (Iliyas & Abdulmalik, 2017); and too many unfamiliar vocabularies (Milliner, 2017). Although Fauzi and Angkasawati (2019) argue that second language listening comprehension is not different from how it occurs in the first language except for the accent, vocabulary, speed and cultural differences of the second language Nuraeni (2014) finds only a lack of interest, desire to learn and unskilful manipulation of media technology as distracting students from deep comprehension in online instruction.

Iliyas (2019) views listening as a process involving drawing inferences from multiple contents and aural outputs. He adds that it is a process that is accomplished by having made meaning from verbal and visual sources. Asemota (2015) describes listening as a mental process that is attained with the use of a combination of attention, concentration and interpretive skills. He adds that it is a skill that requires facilitation for it to be properly mastered to set, especially, to meet instructional goals. Spivey and Cuthbet (2006) describe listening as a major learning skill preponderance to a successful studentship. This is particularly related to teacher-student instructional interactions that are mostly verbal. Tyson (2018) views listening as a reaction to aural and pictorial stimulus just as Rosdiana (2018) advocates for a

combination of the two stimuli. Mohammed and Muhammed (2021) affirm that listening is the first of the language skills and its process in the brain goes beyond just hearing words. They submit that listening is in three phases including cognitive, analysis and perceptive. Mohammed et al. (2021) recognize the unique nature of listening comprehension demands in second and foreign language, which requires more than self-efficacy to mitigate anxiety; and they pointedly argue that training in the use of strategies remedy what other obstacles are to listening comprehension.

COVID-19 threw the globe into unexpected confusion as its outbreak disrupted every facet of human existence, with education bearing a huge brunt due to restrictions on physical contact, which for generations has been the norm for teaching and learning. This scenario challenged humanity into finding other means of instructional interactions, and the online medium became a very reliable alternative. E-listening suddenly assumed unprecedented wide use to keep learners meaningfully engaged across subjects in the school's curriculum. Nugroho (2020) finds the location where students live with regards to internet access and the constraint of many students without an android phone as major hindrances to the success of e-listening to online instruction; while Susilowati (2020) argues for the development of online learning content that meets the criteria of simplicity, and the adoption of the right and adequate method for delivery. Al-Jamal (2007) emphasizes the new demands made on participants in the twenty-first century relevance, which can be inferred to include the e-learning compliant needs of students to have unrestricted access to information and learning.

Fauzi and Angkasawati (2019) report WhatsApp as the most preferred by most subjects for online study, with the suggestion that WhatsApp should be complemented by other devices like laptops and desktops for mail usage for effectiveness. Iliyas et al. (2016) find that students in Kwara State schools are highly motivated for instruction on listening, with a special interest in overcoming problems of speed, accent and unfamiliar content to be able to attain effective comprehension of listening. The report of the study by Aziz et al. (2017) reveals that perceptions about e-learning and self-regulation quite positively influence the academic gains of medical students. Naghavi (2007); Kazemi and

Amin (2014) find in distinct studies on the attitudes and perceptions of learners to e-learning across fields of study that it clearly raises the awareness of learners toward online instruction and makes them keen about exploring the strategy for optimum learning benefit. Kazemi and Amin (2014) and Iliyas (2022) separately find that when students have the opportunity to experiment with e-learning, it prepares and strengthens their self-efficacy through anticipatory positive attitudes; and resolves anxiety issues arising from a lack of contextual support for listening and inadequate listening instruction out of time constraints on the lesson timetable. Without doubt, e-listening is a timely and fitting innovation towards making students benefit hugely from e-listening comprehension.

Methodology

The study is a survey type that analyzed patterns of e-listening comprehension perception of secondary school students in online instruction in Kwara State, Nigeria. The survey study seeks to attain a quantitative statistical description of some aspects of the study’s participants. Data for this type of study is gathered through arrays of relevant questions, and from a sample of the population; and the outcome of this type of task is taken as generalizable to the whole population (Floyd & Fowler, 2009).

The population for this study consists of all secondary school students who had one form of online instruction during the COVID-19 lockdown in 2020 in Kwara State, Nigeria. The study sample consisted of 176 respondents drawn from senior students in public and private secondary schools across Kwara State. A random sampling technique was used with the researchers’ prepared online questionnaire tagged, “Secondary School Students

E-listening Comprehension Perception in Online Instruction’s Questionnaire” (SSSECPOIQ). The questionnaire contained 13 items and it was distributed online during the COVID-19 lockdown in 2020 through different internet-based media chosen for online instructions.

The common platforms used then, based on outcomes collated, were mostly WhatsApp and Facebook; television and radio broadcasts were severally used for online instruction across school subjects during the 2020 COVID-19 lockdown in the study’s locale. The instrument for the study was an online questionnaire structured on a Likert scale 4-1. The instrument for the study was trial tested in a split-half pilot in four secondary schools in Moba Local Government Area, Ekiti State, Nigeria and the data obtained were subjected to spearman rank order correlation with a 0.82 index, which showed the instrument was reliable.

Results

RQ1: "What is the perception of Senior Secondary school students to e-listening comprehension from online instruction?"

- The collated data for the study were analysed using frequency counts, standard deviation, and mean scores for the research questions. T-test and Anova statistical instruments to test the study’s hypotheses.
- What is the perception of senior secondary school students toward e-listening comprehension in online instruction?
- Perceptions of senior secondary school students toward e-listening comprehension in online instruction.

Table (1)

A display of the perceptions of secondary school students on e-listening comprehension from online instruction.

S/N	Statement	Respondents	SA	A	D	SD	Mean	Remark
1	I was taught listening skills in English language lesson earlier in school	162	54	87	18	3	3.12	Accepted
2	I found e-listening to school subjects via online instructions useful and led to comprehension	164	27	106	22	9	2.92	Accepted
3	I prefer school subjects to be delivered continuously online after COVID-19 as I derive better comprehension from e-listening	165	48	76	38	3	3.02	Accepted

S/N	Statement	Respondents	SA	A	D	SD	Mean	Remark
4	Only Arts and Commercial students effectively attain e-listening comprehension in online instructions on school subjects.	159	18	36	85	20	2.33	Rejected
5	My only problem with e-listening to school subjects' instructions online is that it does not provide an opportunity to verify comprehension immediately with colleagues	162	33	94	30	5	3.54	Accepted
6	I do not attain any serious comprehension through e-listening to subjects' instructions	163	12	72	69	10	2.53	Accepted
7	I would have derived sufficient comprehension in e-listening supposing I had been introduced to it earlier before COVID-19-induced school closure	163	37	92	27	7	2.98	Accepted
8	Since I was not taken through any formal instruction on listening skills in English language class, I could not attain any reasonable comprehension in e-listening	162	15	50	82	15	2.40	Rejected
9	My involvement in e-listening classes has enabled me to comprehend most lessons especially lessons in the English language	155	35	95	20	5	3.03	Accepted
10	My e-listening comprehension is hindered by the speed with which teachers speak when teaching on electronic and social media platforms	154	25	83	42	4	2.84	Accepted
11	My e-listening comprehension would have been stronger but for the difficult accent that teachers use in the pronunciation of words when instructions are not physical.	155	22	43		12	2.69	Accepted
12	I am confident of passing my examinations with flying colours with my e-listening comprehension of instructions online	156	41	67	42	5	2.91	Accepted
13	My e-listening comprehension is hindered because I only understand instructions better when I can see the teacher physically.	157	45	64	40	8	2.93	Accepted
Grand Mean Score							2.87	Accepted

Table (1) reveals the perceptions of students towards the thirteen statements to which participants responded. Item 1, 2 and 3 have 3.12, 2.92 and 3.02 Mean scores respectively affirm that students were taught listening skills earlier in normal English language class; that respondents accept e-listening comprehension in online

instruction as useful for all subjects taught in secondary classes; and would be willing to continue to attend online instructions for e-listening comprehension even after the COVID-19 lockdown. These positions re-affirm the foresight informing the inclusion of listening skills in the general English programs of secondary school

students that with a strong background in listening, students can easily adjust to emerging strategies to teaching and learning like the novel online instruction. This is justified by the desire of students to maximally derive comprehension once the contents meet their needs and the increased enthusiasm inspired by the new instructional strategy for e-listening.

The inability for immediate physical confirmation of e-listening comprehension from mates and teachers in items 5 and 6 in the questionnaire on e-listening as an incommensurate replacement of physical teaching leading to better comprehension attracts mean scores of 3.54 and 2.53 respectively from respondents. These outcomes denote acceptance of both items as detracting from deriving optimum e-listening comprehension in online instruction. The justification for these perceptions may not be unconnected to the respondents' unfamiliarity with online instruction and possibly limited interactive tasks for participants. It is a manifestation of a deficiency in the developed content for students just learning online for the first time as dictated by the lockdown challenge.

From the analysis of items 7 and 9, with mean scores of 2.53 and 3.03 respectively, respondents accepted that earlier instruction pre-COVID about e-listening would have led to greater e-listening comprehension in online instruction; and participants agreed online instruction has helped their English language learning. These findings could be justified by the fact that early exposure to novel instructional strategies facilitates easier adaptation to online instruction. It, therefore, shows that since language learning is largely attitudinal, students would derive greater ESL mastery once they got adjusted to the pattern of online instruction with English as the sole medium. In addition, with a 2.91 mean score, students affirm confidence in accepting they will pass every subject in the secondary school curriculum in their e-listening comprehension of every session of the online instruction. This is justified by the belief that innovations brought about through online

instruction can ignite enthusiasm, interest and concentration towards the attainment of retentive e-listening comprehension.

However, participants agreed with 2.84 and 2.69 mean scores for items 10 and 11 respectively that speech speed in electronic and social media; and the accent of the speaker hinder genuine e-listening comprehension in online instruction. These findings could be attributes to the fact that participants were learners of English as a second language with local varieties completely at variance with standard spoken English. In addition, participants rejected items 4 and 8 with 2.33 and 2.40 mean scores respectively, that only Arts-based students attain effective e-listening comprehension and thus learn in online instruction; and that a lack of enough instruction on listening skills detracts from attaining comprehension in online instruction. The reasons for the findings could be that carefully prepared online instruction content is capable of meeting the knowledge needs of every category of listeners including Science and Commercial students, particularly when practical and working procedures are well listed and explained; and because listening skill occupies vintage initial positions in the English language curriculum, every student would have been taught the nuances of listening. In item 13, with a mean score of 2.93, students accepted that not physically seeing their teachers is a setback to adequate comprehension in online instruction. This finding re-emphasizes that the nonverbal activities of teachers that students see in a normal classroom setting may further facilitate greater comprehension of instruction. On the whole, a grand mean perception score of 2.87 indicates a strong positive perception by respondents of e-listening comprehension in online instruction. This outcome can be a product of confidence gained over time in students' private use of social media devices for entertainment before online instruction.

RQ2: *"What difference exists in students' perceptions of e-listening in online instruction based on gender as male and female?"*

Table (2)

T-test analysis of the difference in perceptions of Male and Female students towards e-listening comprehension in online instruction.

Group	N	Mean	MD	Df	t	P	Remark
Male	86	9.18	0.29	158	0.566	0.837	Not Significant
Female	74	8.89					

Not Significant at $P \leq 0.05$ level.

The result of the independent t-test statistics in Table 2 reveals that the difference in perception scores between males (N=86, Mean 9.18) and females (N=74, Mean 8.89) and a mean difference of 0.29 was statistically not significant. This implies no significant difference exists between the perceptions of male and female students toward e-listening comprehension in online instruction. The reason for this result is likely to be that both male and female students have similar exposure to the

same teaching and learning in the school and they live in a contagious community where informal activities are almost totally the same including access to technology devices.

RQ3: "What difference exists in the e-listening comprehension of students in online instruction based on the different courses of students in Arts, Sciences, and Commercial?"

Table (3)

F-test analysis of the difference in students' perception scores of Arts, Sciences, and Commercial students towards online instruction.

Group	N	Mean	Df	F-Value	P-Value	Remark
Science	82	7.8	2	14.098	0.768	Not Significant
Arts	51	7.1				
Commercial	30	7.5				
Total	163					

Not Significant at $P \leq 0.05$ level

There is no significant difference among the three basic study groups of Science, Arts and Commercial in secondary schools in Kwara state as $F(2, 163) 14.098$, $P\text{-value} = 0.768$, is greater than alpha level 0.05. It implies thus that significant difference does not exist in the e-listening comprehension of students in the Arts, Science, and Commercial classes in online instruction. This finding could have resulted from a

situation where richly prepared e-learning content is capable of meeting the learning information needs of all categories of students.

RQ4: "What difference exists in students' perception of e-listening comprehension in online instruction based on public and private schools' attendance?"

Table (4)

T-test analysis of the difference in perceptions scores of public and private students' e-listening comprehension in online instruction.

Group	N	Mean	MD	df	T	P	Remark
Public	99	7.7	0.4	161	0.234	0.171	Not Significant
Private	64	8.1					

Not Significant at $P \leq 0.05$ level.

The result of the independent t-test statistics in Table 4 reveals that the difference in perception scores between the Public (N=99, Mean 7.7) and

Private (N=64, Mean 8.81) and a mean difference of 0.4, was statistically not significant. This outcome could be because teachers of the different

secondary schools, private or public, have the same entry qualifications as prescribed by the Federal Ministry of Education and the Nigeria Educational Research and Development Council (NERDC), which regulates secondary school level of education in Nigeria; and for a fact, these categories of tutors graduated from the same teachers' training centres in faculties of education across different universities.

Discussions and Recommendations

Findings on respondents' general positive perception of e-listening comprehension from online instruction re-affirm the Malaysian Smart School (MSC) (2007) findings that glaring increased expectations from learners exist from e-learning as a form of support for face-to-face learning arrangements; and Prensky's (2001) that students of today known as 'digital natives' have a resounding interest in 'new language' of electronic and devices, and are highly inclined to the use of technology to gratify the different domains of needs including education. So, teachers' ability to take advantage of the youths' enthusiasm for e-learning through richly prepared content will undoubtedly facilitate understanding. The finding also corroborates Iliyas, et al.'s (2016) report that students are highly motivated to undertake listening instructions with the e-listening variant as a novel and exciting multi-task engagement in the complex communication process. Earlier findings by Al-Shamsi, et al. (2020), Salsabila and Urami (2021) and Rossi (2022) also support this finding that online listening courses are beneficial to students disposed to them for their high benefits to listening skill development.

Findings on no significant differences that exist based on gender (male and female), categories of study in Arts, Science and Commercial; and school attendance type –public and private in e-listening comprehension from online instruction have elicited different research findings. Almasri (2022) and Iliyas (2022) find no significant difference exists in three modes of e-learning of separate gender (2) and mixed-gender (1) in a study on the impact of e-learning in Biology; and in sources of anxiety to listening comprehension in terms of gender and different courses of study amongst secondary school students. Song et al. (2015) find a significant difference in all-female class performance in e-learning than all-male class in favour of female. However, Amalia (2017) reports that irrespective

of domains of study, students find listening comprehension highly beneficial with the use of animation and debate. The researcher adds that animated videos and cartoons facilitate higher comprehension as the visual sense is also activated to derive meaning from complex ideas. Iliyas (2019) finds no significant difference in the online listening strategy of undergraduate students based on the different courses of study of the respondents across Faculties. Keller (2010) finds learners' intrinsic and extrinsic fulfilment as justifications for a positive perception of instructional strategy. This suggests that it is satisfaction derived from strategy leading to high grades obtained, opportunities, the right to be heard and self-esteem among others that do not matter whether the type of school attended is public or private. While Hiroyuki (2021) reports that students feel excited once the environment is conducive when applied media technology is incorporated, genuine e-learning comprehension is achieved.

Recommendations

Deriving from the findings of the study, the following are thus recommended to attain seamless use of online instruction for effective e-listening comprehension:

- a. Teachers across subject divides should be exposed to continuous training on the use of e-learning and content development for greater online instruction success.
- b. Teachers of the English language should re-focus attention on addressing learners' challenges with speech speed and accent to enable the attainment of functional e-listening comprehension from e-learning.
- c. Proprietors of secondary schools should adequately fund the e-learning initiative to procure the needed devices and technological facilities for successful online instruction.
- d. Sustainable collaboration should be fostered between schools and parents of students in adequate provisions so that online instruction can be accessed even from home.
- e. Governments across levels, NGOs and faculties of education in universities should fund and convoke workshops and conferences to propose measures that will keep schools open in case of future emergencies and pandemics.

f. In line with current trends globally, the government should hasten the spread of Internet connectivity, so that derivable benefits like e-learning can foster independent learning with or without lockdown.

This study is limited by the inability to combine perceptions study with a test to determine students' disposition and performance on e-listening comprehension from online instruction. It is on that premise that future studies are suggested to focus on students' perceptions and performance in e-listening comprehension from e-learning across levels of education.

Conclusion

This study can be safely concluded that secondary school students have high expectations from online listening instruction and that the strategy gratifies their e-listening comprehension needs as (listening) the polestar of the general learning of every school subject. Regardless of the differences in their gender, category of subjects of study, and attendance at a public or private school,

they do not differ in their expectation of e-learning complimenting the face-to-face traditional learning approach. All in all, students find e-listening from online instruction particularly helpful to English language learning; and with expressed enthusiasm, a smart instructional strategy will be highly welcome to be used as the main instructional strategy for secondary school students' learning with adequate facilities provided.

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