



Perception and Competences of Nigerian Parents on the Implementation of Online Broadcast of Home Assignments (OBHA) by NICKDEL Private School, Ibadan-Nigeria

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ABSTRACT

Parental involvement in completion and execution of children homework emphasizes the importance of family supportive roles and engagement in children's education and it contributes to the value attached to learning outside the four walls of the classroom. As at the moment in Nigeria, most primary schools including privately-owned deploy home assignment using the conventional method of paper and pencil. Even though, not all homework has to be computer-based, but in line with the global trends, the management of NICKDEL Private School, Ibadan, South-Western Nigeria introduced Online Broadcast of Home Assignments (OBHA) as part of the pupils' academic activities within the last four academic sessions. As a result of the introduction and implementation of the teaching innovation, we perceived that it should be of great concern to key stakeholders and the education industry in general. Therefore, the study examines the perception and competences of some Nigerian parents whose children are pupils of the school on the implementation and adoption of OBHA. The study adopted ex-post facto research design of survey type; the population include all the parents and guardians of pupils of NICKDEL Private School Ibadan, while the sample comprises of 142 parents out of which majority 63.4.% were females, majority 56.4% ages ranges within 26-35 years and majority 86.6% possess post-secondary tertiary education. A researcher-designed instrument titled "Parental Involvement in Online Broadcast of Home assignments Questionnaire" (PIOBHAQ) with reliability value (Crombach Alpha) of $r = 0.82$ was used for data collection. Data collected was analyzed with frequency counts, Percentages, Mean and Standard deviation. Findings reveal that majorly, parent's perception towards online broadcast of assignments is positive, also majority are favorably disposed to the implementation of online broadcast of assignments to their children and wards. Lastly, parents' level of computer competence in compliance to the implementation of online broadcast of home assignments is moderately high. Hence, the study recommends that the school should provide necessary customer care support services to parents and guardians to resolve problematic issues with them as they continue to provide both moral and materials support for their children OBHA implement. Similarly, primary school managers in Nigeria should embrace the approach by using modern mobile devices like android phones and applications that has multiple functionalities with cheaper Internet access, so as to prepare their pupils to be enlisted as part of the global citizens.

Keywords: Perception, Computer competences Adoption, Online Broadcast, Home Assignments

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1. BACKGROUND TO THE STUDY

Ideally, the family should play active and supportive roles in the early education of young children especially, at the formative stage of their early-childhood and elementary education. Parental engagement in child's education and active involvement in completion and execution of children homework emphasizes the importance of parents in children's education.



Parental involvement also ascertains the value they attached to cognitive learning outside the four walls of the classroom. As at the time of conducting this study, most primary or basic schools including those privately-owned in Nigeria deploy home assignment or homework using the conventional approach of paper and pencil. Homework is one of the opportunities provided for pupils to demonstrate outside the classroom especially at home the new knowledge and understanding gained while in the school. Further, homework is an important way for teachers to develop cordial relationships with parents just as activities assigned to pupils as homework also provide parents with a window into the content and skills their children are learning at school.

Home assignment is designed with the intention to reinforce lessons learned in school by students at home, but experiences have shown that students expect help from their parents on highly-tasking assignments. Thus, parents often become involved in their children's education through provision of solution to such tasking homework. In some other situations children often complete homework during after school programs or work on it during the school hours or day. Invariably, homework remains a powerful tool for; allowing parents and other adults know what the child is learning and give children and parents a reason to talk about what's going on at school as well as giving teachers opportunities to hear from parents about children's learning (Steinberg, Lamborn, Dornbusch & Darling, 1992)

Even though there are problems inherent in execution of home works, parental involvement in pupil's homework has been associated with higher pupil's performance with evidence of attitudinal and behavioral development of higher achievement; it is also regarded as important vehicle for developing good study habits, desirable self-regulatory strategies, and greater self-direction (Cooper, 1998). In as much that pupils and students are not always pleased with carrying out such activities relating to academic work outside the classroom, studies have reported that there is perceived family discord and arguments between parents and children over the execution and completion of home works (Cooper, 1998; Warton, 2001; Xu 2007). Providing justification for parental involvement in child's education; the United Nation Educational and Scientific Organization (UNESCO) suggested that early childhood care must ensure that in addition to employing a carefully selected and trained caretaker program, policy must emphasize links with family, home culture and home language (UNESCO, 2000).

Homework monitoring after school involves teachers and parents; it invariably help staff in the school and family members to monitor accessibility and available to respond to simple questions, willingness to help the pupils and the child's emotional state and work patterns, and parental engagement to offer positive feedback on homework (Toney, Kelley, & Lanclos, 2003; Hong & Lee, 2003). Surprisingly, Bempechat (2004) in a studies reported that students, even those in high schools, do not spend more than one hour per day on teachers-assigned homework activities whereas, teachers' expectations are that homework activities will promote parental involvement, enhance students' learning achievement, strengthen homework habits, study skills and motivational dispositions. Reilly (2007) postulates that parents have ample opportunities to participate in their children's education and schooling through assisting, monitoring and engaging in their children's homework.

Therefore, home environment focuses on the aspect of creating a supportive environment for the children in terms of study, balanced meals, safety, a reading or homework area which has enough lighting. Early childhood education also advocate for establishing a family schedule to eat meals as a family, setting firm rules for bedtime, extra-curricular activities, setting limit on television time, setting high but appropriate expectations, parents being models of learning and hard work (Jeynes, 2007). Homework also gives parents direct insight into their children school's educational agenda, approaches and pedagogy of teaching and learning. Also, Gill and Schlossman (2013) believes homework allows parents to discover what the school is doing and the extent of school's ability, inclination and availability to oversee the schoolwork and education of their children.



Conversely,, empirical evidences affirms that students have negative dispositions; boring, too easy or too hard, and not relevant (Xu, 2007); adolescents in Chicago schools according to Shumow, Schmidt, and Kackar (2008) displays some emotional characteristics towards homework; anger, sense of ability, self-esteem, happiness, interest, concentration, stress level, effort, joy of the activity, control, and involvement while other studies revealed similar findings. Nevertheless, many educators, teachers and parents believe that homework is beneficial to pupils' learning because it reinforces learning and maximizes potential success.

Generally, as earlier observed most of the homework assignment derived and assigned to pupils from the school academic work that had been taught in the classroom by Nigerian teachers, especially, among the public and private-owned schools are traditional and are highly dominated with paper and pencil activities. In line with the global trends, some schools have started exploring how technology could serve as interface between the school and the home. Even though, not all home works has to be computer-based, but exploring the technology-approach is highly desirable despite all the challenges of non-compliance majorly, among school administrators and teachers. Kara-Soteriou (2006) observed that the advent of new technologies in homework is being implemented by teachers who did not grow up in a digital era (most especially, in Nigeria). So implementing computer-based home assignment assignments are regarded as highly-tasking a technological activity, whereas many of the pupils and students who are digital native find to be pleasurable.

Therefore, one major issue with technology adaptation has to do with digital nativity; Prensky (2001) refers to pupils who are currently in schools as digital natives because they were born after 1985 and thereby, have grown up learning or at least interacting with computers, listening to music on iPods, playing video games, and using cell phones to communicate with others (Although, all these did not happen in Nigeria until year 2000). Invariably, pupils who interact with digital technology from an early age will definitely, have a greater understanding of its concepts more than their parents, teachers, or generally adults. The author further suggests that digital natives are used to receiving information at a fast rate because they gain immediate access to vast amounts of information and functioning best when networked and they prefer games to "serious" work, such as school content-related assignments. Buttressing digital nativity, Puckett and Bell (2006) also suggest that digital immigrants are individuals who were born before the existence of digital technology but are making efforts to adopt it to some extent later in life.

Consequent upon Prensky, 2001; Puckett and Bell, 2006 definitions, it implies that most teachers and parents are in the category of digital immigrants i.e. those who grew up before the digital age, where items such as home computers, the Internet, and mobile phones were either non-existent or not as widely available. According to Otunla and Akinyemi (2015) this situation is a resemblance of most Nigerian adults, because the global system for mobile telecommunication (GSM) was introduced into the Nigerian market through the issuance of operating licenses to four pioneer telecommunication service providers by the Nigerian Communications Commission (NCC) in 2001 being the Nigerian government sole regulatory agency in the telecommunication industry.

Researchers have expressed their concern on how digital immigrants could improve on their level of technology adaptations; Garthwait and Weller (2005) suggest that teachers and parents who are digital immigrants should adhere to diffusion theory (Rogers, 2003) in order to fully understand the world of the digital native. Rogers (2003) diffusion of innovation theory suggests that adopters' attitudes evolve when adopting or rejecting technology. Adopters' first hear about an innovation, form an attitude about it, decide to accept it (or reject it), implement it, and then create unique applications for it. Over the course of time, the digital immigrant such as teacher's or parent's actions, decisions, and choices are influenced by the context of the social system. With an open mind and a sense of acceptance, the digital immigrant teacher or parents can become immersed into the world of technology.



The term online assignment employs a number of Computer Assisted Instruction (CAI), e-learning and online instructional methods. Generally, online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions. Broadcast means, to transmit, send out or make known over a wide area through the use of communication channels. The communications channels are traditionally, through the radio or instructional radio and television (instructional television) broadcasts; but of late includes the cable networks, satellite television and the Internet. Therefore, the term 'Online Broadcast of Home Assignments' (OBHA) refers to school-based, teacher-assigned, class instructions on home works delivered by narrow-cast via the Internet applications, tools and networks. The best way to maintain the connection between on-line education and the values of traditional education is through ensuring that online assignment is delivered by teachers, fully qualified and interested in on-line assignment in a web-based environment. Thus, Feenberg (1998) suggested that online assignment is most effective when given by teachers experienced in their subject matter.

Consequently, two parallel processes take place in an online assignment because students become more active and reflective learners and students and teachers engage in assignment through the use of technology and become more familiar with technology use. More so, two approaches to online assignments have emerged over the years, they are synchronous and asynchronous learning. Synchronous assignment is instruction and collaboration in "real time" via the Internet. It typically involves tools, such as; live chat, audio and video conferencing, data and application sharing, shared whiteboard, virtual "hand raising" including, joint viewing of multimedia presentations and online slide shows. While, asynchronous assignment methods use the time-delayed capabilities of the Internet. It typically involves tools, such as; e-mail, threaded discussion, newsgroups and bulletin boards including file attachments. Asynchronous assignments are still instructor-facilitated but are not conducted in real time, which means that students and teacher can engage in school subject-related activities at their convenience rather than during specifically coordinated sessions. Asynchronous assignments does not need to be scheduled in the same way as synchronous assignments, allowing students and instructors the benefits of anytime, anywhere learning.

In line with the advancement in Information Technology, NICKDEL Private School commenced integration of technology-driven online application with the adoption of a portal called 'Eduporch'. Eduporch is a complete educational Information Processing management tool that assists the school's day-to-day activities that allows for seamless interactions among major stakeholders with easy user-friendly interface. Eduporch platform as an application provide smooth interactions between parents and the school management for easy monitoring of students' academic performance, including easy access to pupils' assignments and attendance (eduporch.com, nd) Thus, Eduporch software is accessible to pupils online with the address www.eduporch.edu.com by Parents, Teachers, Pupils and School Administrators using personal phone number as user name and password to log in. Teachers directly upload electronic subject assignment to the platform for the pupils who in turn log in with their parent's phone number or could be assisted by parents. With the adoption of Eduporch platform, this study devised the term 'Online Broadcast of Home Assignment' (OBHA) which implies that teachers broadcast or deploy subject-based homework to pupils through the use of Eduporch platform and the pupils individually while at home or leisure time login with their parents' phone number as username and password.

Pupils of NICKDEL Private School usually attend to the assignment by downloading the assignment on any device, solve the assignment and thereafter, upload the answers or solution back unto the platform for the teacher to be able to assess. The teacher in-turn log in to Eduporch platform using his/her phone number and download the already answered assignment and thereafter upload pupils' score for the parents to access. Parents, Teachers, School Administrators and Students have access to the portal anywhere and anytime they need any academic information concerning the pupils, but our concern in this study is centered on Online Broadcast of Home Assignment (OBHA). As soon as parents or pupils log in, they can click on whatever information they need such as, pupil's home assignment, mark/score for the home assignment and corrections for the last home assignment. See Figure for Screenshots of Online Broadcast of Home Assignment (OBHA) on Eduporch.

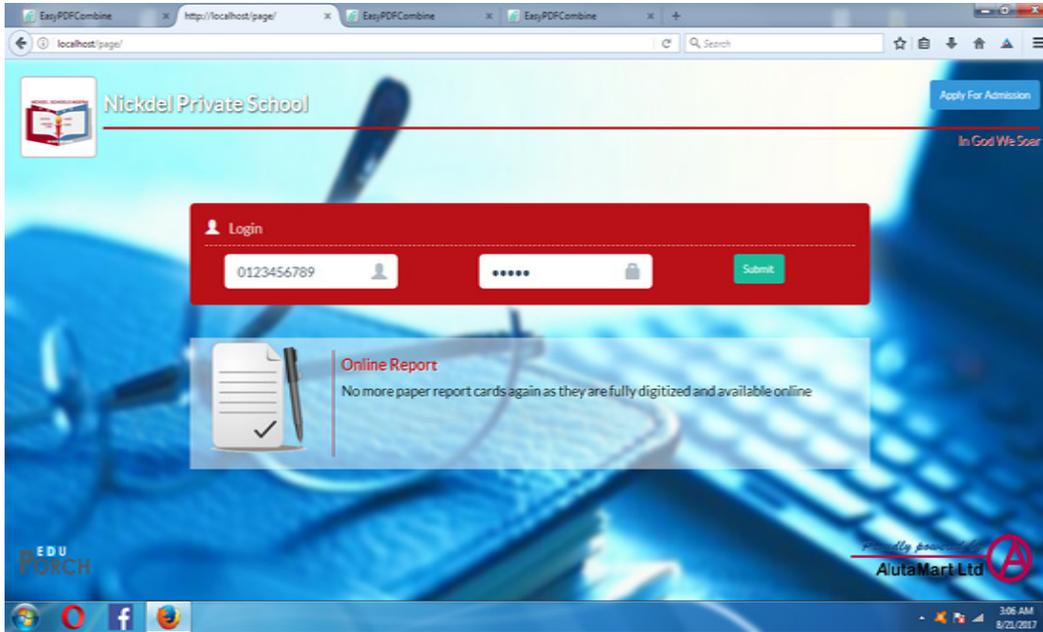


Fig. 1: Teacher's Log in page for Online Broadcast of Home Assignment

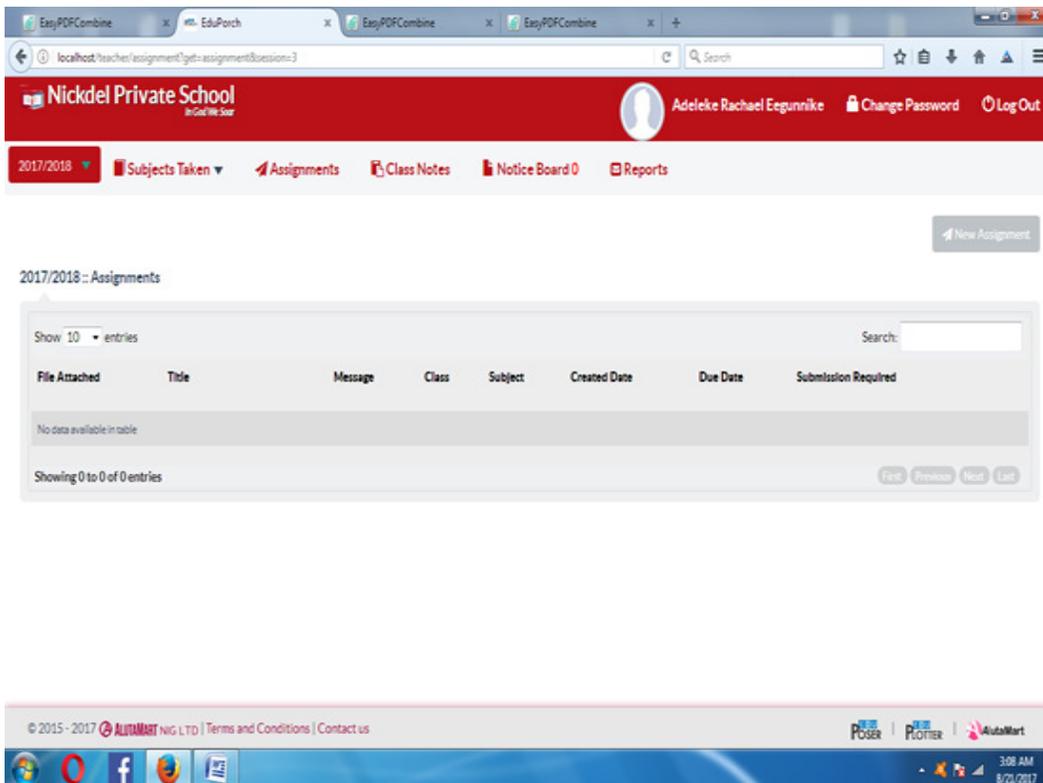


Fig. 2: Teacher's Upload Page for Online Broadcast of Home Assignment.

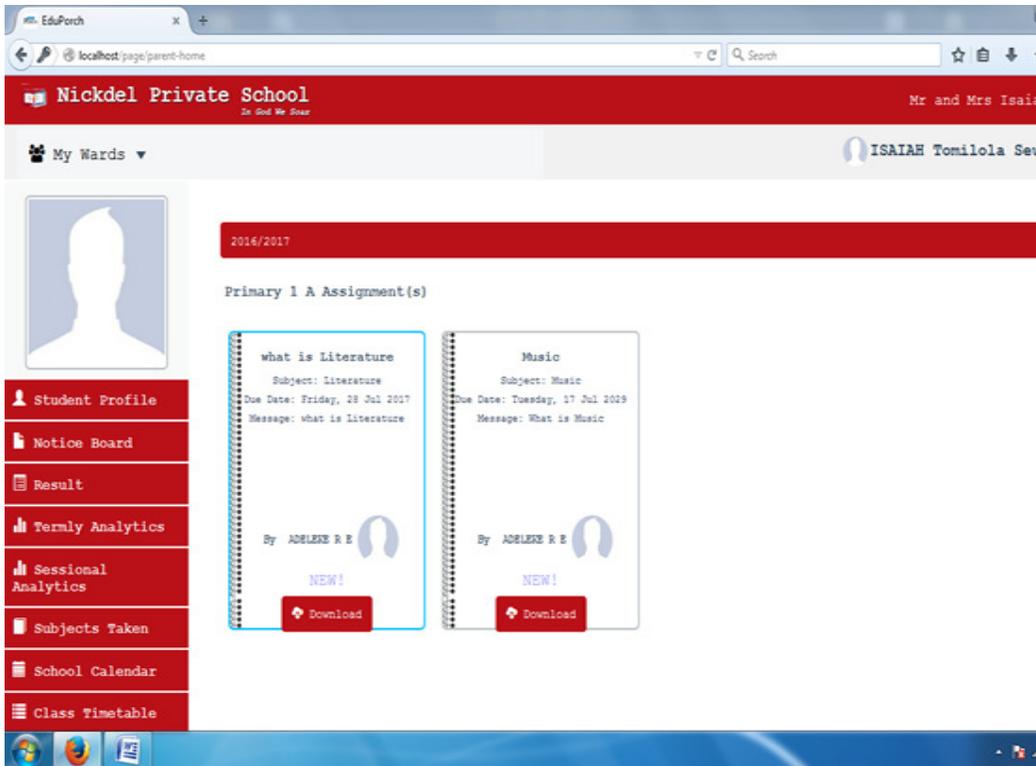


Fig. 3: Typical Teacher's Upload Page for Online Broadcast of Home Assignment

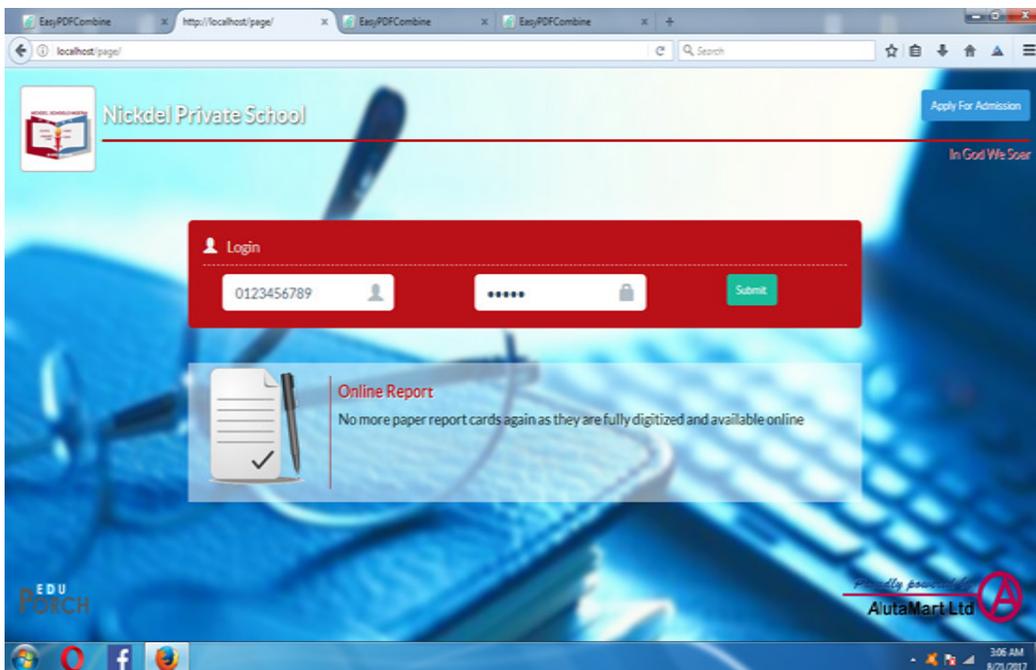


Fig. 4: Teachers' Log out Page after Online Broadcast of Home Assignment

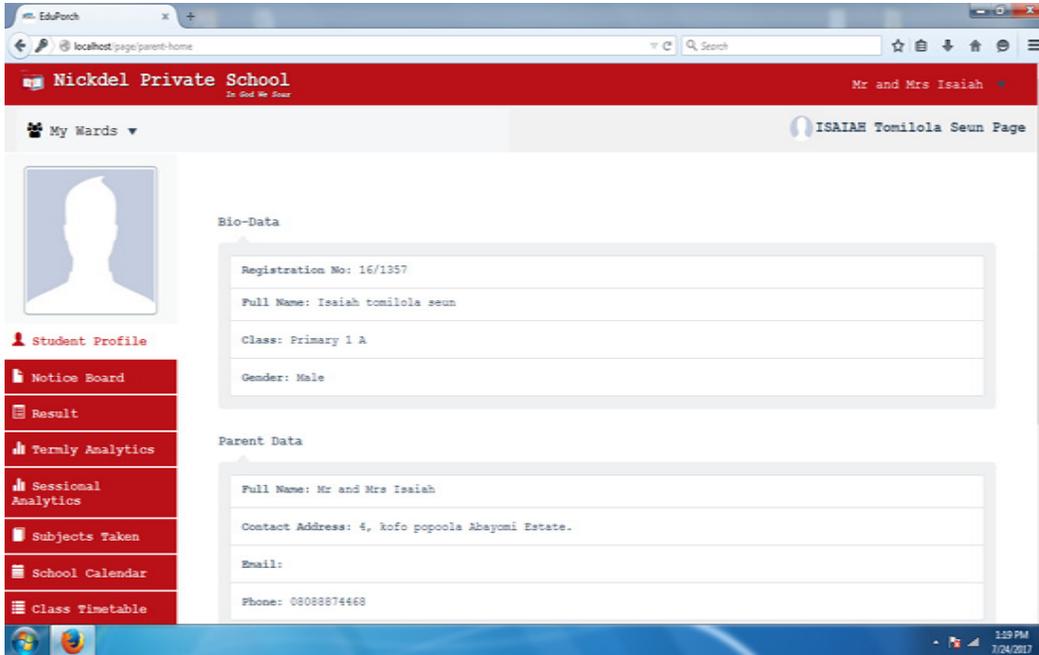


Fig. 5: Pupils and Parents' Bio-data Page for Authentication and Authorization

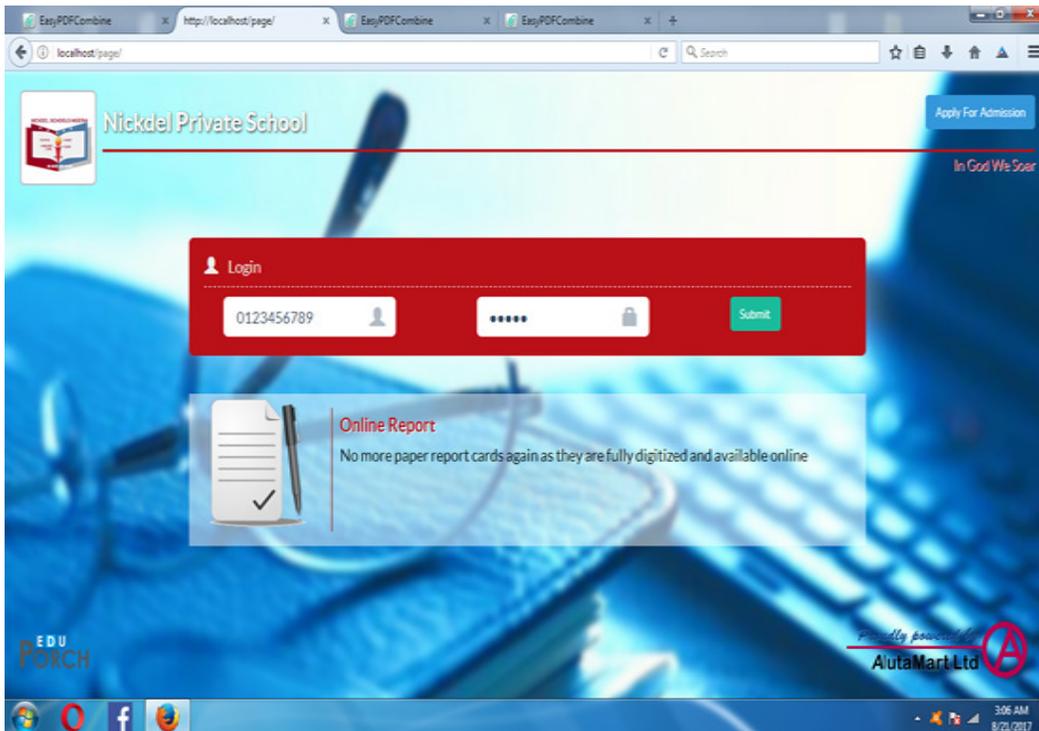


Fig. 6: Parent's Log in Page for Download of Online Home Assignment

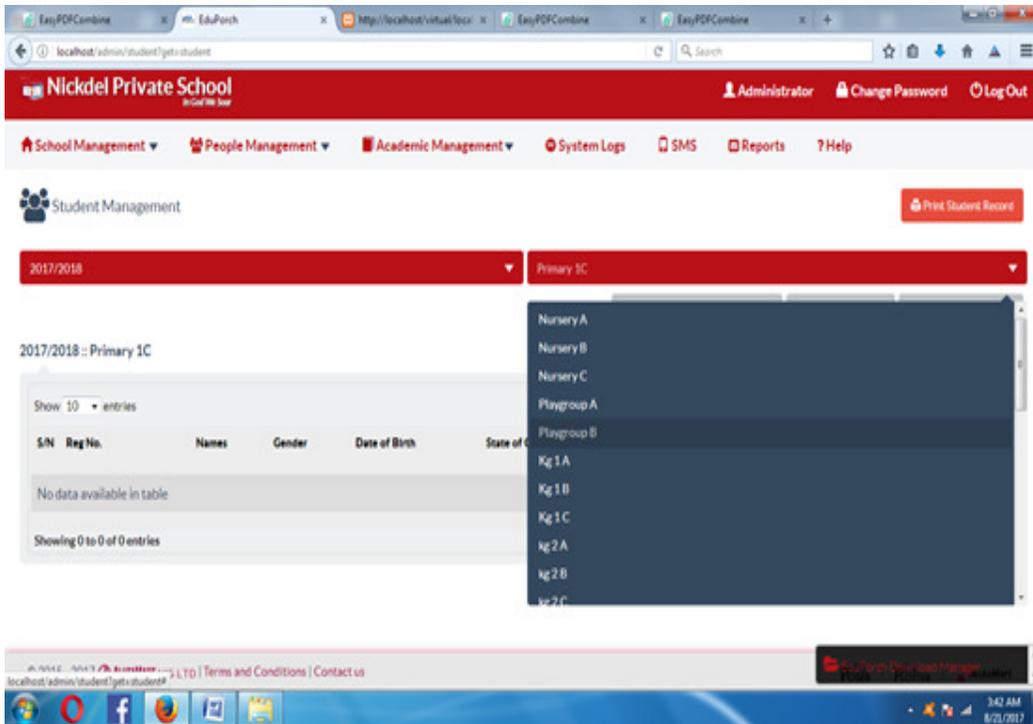


Fig. 7: Eduporch Pupils' Log in Home Page for Online Download of Home Assignment

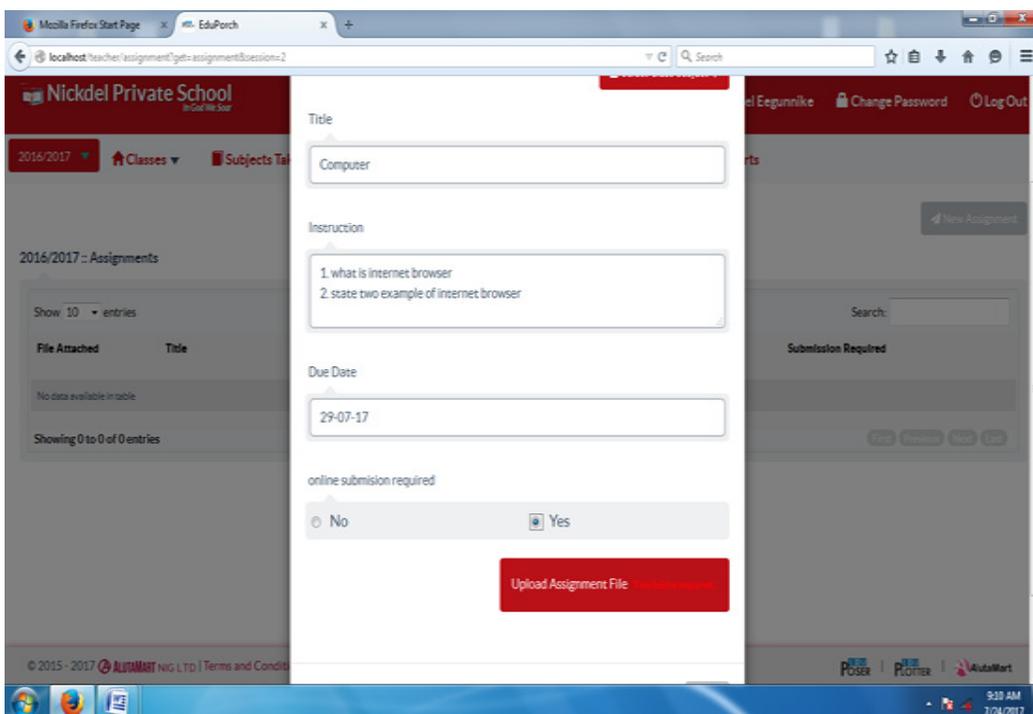


Fig. 8: Typical Eduporch Page for Online Home Assignment in Computer Studies.

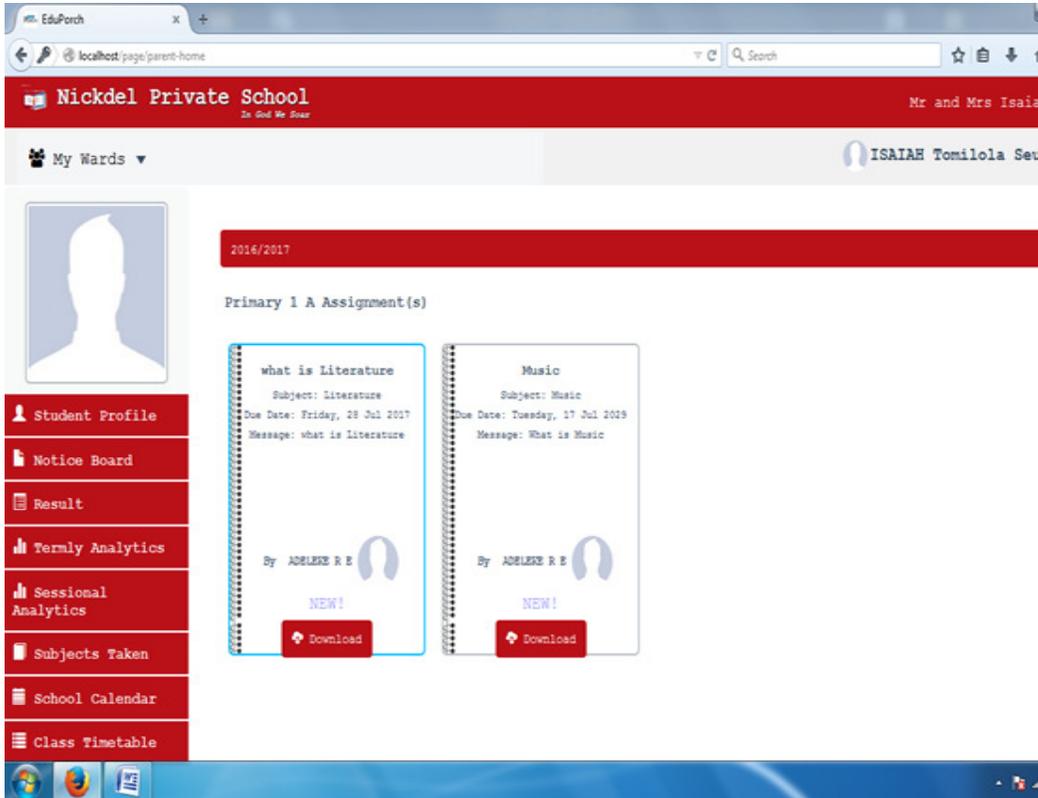


Fig. 9: Typical Pupils' Download page for Online Broadcast of Home Assignment

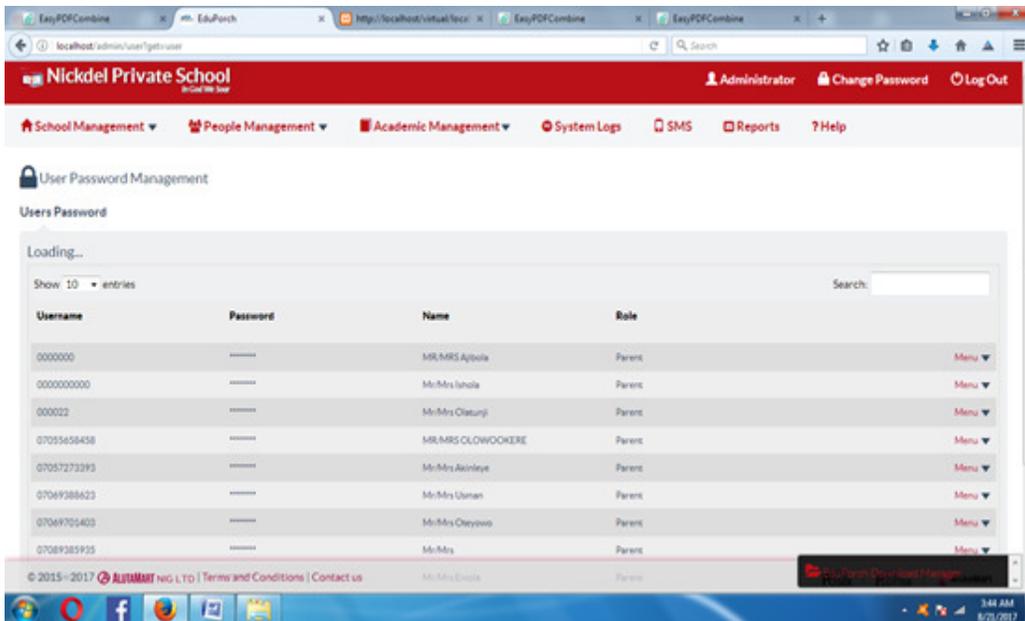


Fig. 10: Typical Administrator's Page on Users' Details for Online Communication

i. STATEMENT OF THE PROBLEM



Educators generally believe that pupils' homework grades directly influence their overall grades. It implies that, there is a connection between pupils' homework activities and their overall grades. Hitherto, before now most home assignment are dominated by traditional paper-pencil approach but recent development reveals that pupils presently in schools being digital natives are more exposed than adults to technology and are thus less inclined to complete their homework because most of the school academic activities are textbook and paper-pencil-driven as opposed to technology-oriented. As a result of this development, the management of NICKDEL private school, Ibadan introduced Online Broadcast of Home Assignments (OBHA) to pupils within the last four academic sessions. The authors; one as an elementary school teacher and the lead author as a researcher are concerned with the aftermath of the introduction and implementation of the teaching innovation, we perceived that it should be of great concern to key stakeholders and the education industry in general. More so, that the implementation of such innovation is assumed not to be widely reported in this part of the world. Therefore, the study examines the perception, disposition and competences of some Nigerian parents on the implementation and adoption of OBHA.

1.1 Objectives of the Study

The objectives of this study are:

- To ascertain parents' perception of the implementation of Online Broadcast of Home Assignments to pupils by the management of NICKDEL Private School, Ibadan.
- To ascertain patterns of parents' disposition to the implementation of Online Broadcast of Home Assignments to pupils by the management of NICKDEL Private School, Ibadan.
- To find out the level of parents' computer competence in the compliance with the implementation of Online Broadcast of Home Assignments to pupils by the management of NICKDEL Private School, Ibadan.

Research Questions

The study sought to answer the following three questions:

- What is the parents' perception of the implementation of Online Broadcast of Home Assignments to pupils?
- What is the pattern of parents' disposition to the implementation of Online Broadcast of Home Assignments to pupils?
- What is the parents' level of computer competence in compliance to the implementation of Online Broadcast of Home Assignments to pupils??

2. METHODOLOGY

2.1 Research Design

The study adopted Ex-post facto research design of survey type.

2.2 Population

The population for the study included all the parents of Pupils in Basics three, four and five that are attending NICKDEL Private School, Ibadan Oyo State.

2.3 Sampling Techniques and Sample

Purposive sampling technique was used to select 142 parents of Basic Three, Four and Five of NICKDEL Private School, Ibadan, Nigeria. Majority were females 90 (63.4%) while males are 52 (36.67%), Majority of the parents i.e. 80 (56.4%) are within ages 26-35 years and majority 121 (86.6%) possess post-secondary – tertiary education.

2.4 Research Instrument

Instruments used for data collection was a research-designed questionnaire titled, 'Parental Involvement in Online Broadcast of Home Assignments' (PIOBHA) with reliability value (Cronbach Alpha) of $r = 0.82$. It was used to elicit information on parents' perception of Online Broadcast of Home Assignments and perceived level of competence in management of OBHA.

3. DATA COLLECTION AND ANALYSIS TECHNIQUES



The class teachers who were duly briefed served as research assistants and they assisted in the distribution of questionnaire materials to pupils who in turn give to their parents or guardians at home. After completion of the questionnaire by parents, the class teachers later collected from the pupils and the second author collated them for further processing by the first author. Data collected was analyzed with frequency counts, Percentages, Mean and Standard deviation

4. RESULTS AND DISCUSSION

Research Question One: What is the parents' perception of the implementation of Online Broadcast of Home Assignments to pupils?

Table 1: Parents' Perception of the Implementation of Online Broadcast of Home Assignments to Pupils

Items	SA (N%)	A (N%)	D (N%)	SD (N%)	Mean	SD
Online broadcast of home assignments is a good innovation.	48 (33.8)	80 (56.3)	8 (5.6)	6 (4.2)	3.19	0.7
Pupils are motivated to use online broadcast of home assignments.	38 (26.8)	82 (57.7)	16 (11.3)	6 (4.2)	3.07	0.74
Online broadcast of home assignments keeps the pupils busy.	33 (23.2)	84 (59.2)	21 (14.8)	4 (2.8)	3.02	0.70
Online broadcast of home assignments will encourage pupils to learn	35 (24.6)	81 (57.0)	17 (12.0)	9 (6.3)	3.00	0.79
Online broadcast of home assignments prepares pupils for the changing world of technology.	71 (50.0)	50 (35.2)	7 (4.9)	14 (9.9)	3.25	0.94

Source: Field Survey (2017)

Table 1 presents the result of parents' perception of online broadcast of home assignments of their children. The result shows that majority (90.1%) agreed that Online broadcast of home assignments is a good innovation while 9.9% disagreed (Mean=3.19, SD=0.7). The result revealed further that 86.5% of the respondents agreed that pupils are motivated to use online broadcast of home assignments while 13.4% disagreed (Mean=3.07, SD=0.74). Moreover, 81.6% of the respondents agreed that online broadcast of home assignments will encourage pupils to learn while 17.4% disagreed (Mean=3.00, SD=0.79).

The general indication from the findings as presented in table 1 is that the parent's perception towards online broadcast of assignment is positive and affirmative of the technology innovation aspiration of NICKDEL Private School Ibadan.

Research Question Two: What is the pattern of parents' disposition to the implementation of Online Broadcast of Home Assignments to pupils?

Table 2: Patterns of Parents' Disposition to the Implementation of Online Broadcast of Home Assignments to pupils



Items	SA (N%)	A (N%)	D (N%)	SD (N%)	Mean	SD
Online broadcast of home assignments will improve the knowledge of the pupils on technology use.	50 (35.2)	72 (50.7)	13 (9.2)	7 (4.9)	3.16	0.78
Online broadcast of home assignments is a waste of time pupil at this level.	6 (4.2)	21 (14.8)	65 (45.8)	50 (35.2)	1.88	0.81
Online broadcast of home assignments may exposes pupils to unnecessary stress.	20 (14.1)	37 (26.1)	56 (39.4)	29 (20.4)	2.33	0.95
The online broadcast of home assignment is difficult to me as a parent	34 (23.9)	71 (50.0)	26 (18.3)	11 (7.7)	2.90	0.85
I am fully in support of online broadcast of home assignments in my child/ward's school.	45 (31.7)	63 (44.4)	19 (13.4)	15 (10.6)	2.97	0.93

Table 2 presents the results on patterns of parents' disposition to the implementation of online broadcast of home assignments to their children. Majority (85.9%) agreed that Online broadcast of hone assignments will improve the knowledge of the pupils on technology use while 14.1% disagreed (Mean=.3.16, SD=0.78). Another majority (81.0%) of the respondents disagreed that Online broadcast of home assignments is a waste of time pupil at this level while 19.0% agreed (Mean=1.88, SD=0.81). In the same vein, 82.4% of the respondents agreed that Online broadcast of home assignments keeps the pupils busy while 17.6% disagreed (Mean=3.02, SD=0.70). In addition 73.9% of the respondents agreed that the online broadcast of home assignment is difficult for them as a parent while 26.1% of the parents disagreed (Mean=2.90, SD=0.89). Lastly, majority (76.1%) of the respondents agreed that they are fully in support of online broadcast of home assignments to their children and ward's, while 23.9% disagreed (Mean =2.97, SD=0.93). The general indication from the findings in Table 2 is that parents are favorably disposed to the implementation of online broadcast of assignment to their children / wards and thereby support the initiative of NICKDEL Private School Ibadan in technology innovation.

Research Question Three: What is the parents' level of computer competence in compliance to the implementation of Online Broadcast of Home Assignments to pupils?

Table 3: Parents' Computer Level of Competence in Compliance to the Implementation of Online Broadcast of Home Assignments to pupils

Item	SA (N%)	A (N%)	D (N%)	SD (N%)	Mean	SD
I am computer literate.	62 (43.7)	59 (41.5)	14 (9.9)	7 (4.9)	3.23	0.82
I understand what online broadcast of home assignments is all about	48 (33.8)	76 (53.5)	11 (7.7)	7 (4.9)	3.16	0.76
I have enough facilities at home to handle work together on online broadcast of home assignments for my child/ward.	26 (18.3)	56 (39.4)	40 (28.2)	20 (14.1)	2.61	0.94
Parents with little or no knowledge of computer are put at a disadvantage with online broadcast of home assignment	34 (23.9)	61 (43.0)	28 (19.7)	19 (13.4)	2.77	0.96
The online broadcast of home assignment technically challenging to me as a parent	15 (10.6)	53 (37.3)	38 (26.8)	36 (25.4)	2.33	0.97

Source: Field Survey (2017)

Table 3 shows the result on parents' level of computer competence in compliance to the implementation of Online Broadcast of Home Assignments to pupils The result revealed that



majority (85.2%) of the sampled respondents agreed that they are computer literates while only 14.8% disagreed (Mean=3.23, SD=0.82).. Majority (86.6%) of the respondents agreed that they understand what online broadcast of home assignments is all about while 13.4% disagreed (Mean=2.81, SD=0.87). It is possible that the minority who disagreed have third parties who handles their children's assignments for them or they are still solving their assignments manually. More so, majority (57.7%) of the parents just on the average agreed that they have enough facilities at home to handle work together on online broadcast of home assignments for their child/ward while 42.3% disagreed (Mean=2.61, SD=0.94). It implies that such parents will depend on use of facilities outside family's jurisdiction; this is in contrast to and UNESCO, (2000) legislation on early childhood education; as well as Jaynes (2007) suggestion. It is also possible that such parents that disagreed have some third parties handling their children assignments for them or their children are not solving their assignments at all, which is very rear to believe.

Moreover, majority (66.3%) of the respondents agreed that parents with little or no knowledge of computer are put at a disadvantage with online broadcast of home assignment while 33.7% disagreed (Mean= 2.77, SD=0.96). This further confirms submissions of authors like Prensky, (2001); Garthwait and Weller (2005); Puckett and Bell (2006) and Kara-Soteriou (2006) on parents as digital migrants as against their children who are digital natives. The result further revealed that just over an average (52.2%); Mean=2.33S.D.=0.97) of the parents disagreed that the online broadcast of home assignments to their children is technically challenging i.e. cumbersome. It means that a few of them have started embracing technology adoption in line with Rogers (2003) diffusion theory.

Thus, inference could be made that parents' level of computer competence in compliance to the implementation of Online Broadcast of Home Assignments is moderately high.

5. SUMMARY OF FINDINGS

Summary of findings arising from this study are as follows;

- (i) Parent's perception towards online broadcast of assignment is positive and it is an affirmation of the technology innovation aspiration of NICKDEL Private School Ibadan.
- (ii) Parents are favorably disposed to the implementation of online broadcast of assignment to their children / wards who are pupils of NICKDEL Private School Ibadan.
- (iii) Parents' level of computer competence in compliance to the implementation of Online Broadcast of Home Assignments is moderately high.

6. CONCLUSION

Arising from the findings from this study, we conclude that; the perception of parents towards the implementation of Online Broadcast of Home Assignment is positive, they are favorably disposed to it and they have moderately high computer competence to comply with the implementation OBHA as part of pupils academic activities in NICKDEL Private School Ibadan.

7. RECOMMENDATION

Arising from the finding of this study we recommend that:



1. Parents and school authority should meet regularly to review that implementation of OBHA innovation and fashion how to reduce the cost of sustaining it at home.
2. Parents are to continue to provide guidance for their children at home to fully implement OBHA at home.
3. Parents could adopt the use of smart devices such as Iphone, Android, IPod, etc to reduce the stress and cost of internet subscriptions.
4. School authority should also assume the responsibility of training both the parents and their ward who are yet to catch on basic computer and ICT skills that are required for the proper implementation OBHA.
5. Other schools should adopt the innovation OBHA.

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