

**ANALYSIS OF STAKEHOLDERS' PERCEIVED CONSEQUENCES OF  
LOCKDOWN ON SCHOOL ACTIVITIES IN KWARA STATE,  
NIGERIA**

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**ABSTRACT**

The emergence of the COVID-19 pandemic has largely affected the education system globally, particularly in developing countries like Nigeria. This study, therefore, analyzed the perceived consequences of lockdown on secondary school activities among stakeholders in Kwara State, Nigeria. The study employed a descriptive survey research design and a total of 600 respondents out of 14,540 students in Kwara State were sampled for the study using a multi-stage sampling procedure. The researcher developed the instrument "Stakeholders' Perceived Consequences of Lockdown on Secondary School Activities Questionnaire (SPCLSSAQ)" with a reliability co-efficient of 0.82 Cronbach Alpha was employed for the study. The data were analyzed using descriptive statistics and a t-test at a 0.05 level of significance. The result of the study revealed that lockdown of schools was perceived to have negative consequences on educational activities such as disruption of the academic calendar, learning gap and digital divide, loss of students' interest in educational activities, loss of committed teachers, high rate of school dropouts, rise in a number of half-baked graduates, etc. Also, the findings showed that the positive impacts of lockdown on school activities include increased collaboration and synergy among educational stakeholders, increased digital literacy among teachers and students, improvement in infrastructural facilities in schools, integration of technology into teaching and learning, and the use of learning management system in secondary schools. There was a significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities based on school type and location. However, there was no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities based on gender. It was therefore recommended that there should be more cooperation and collaboration among the various stakeholders in education in order to guarantee inclusive education irrespective of student's location or school type. Also, better funding should be provided in secondary school education to improve the facilities in schools such as computers, internet facilities, stable electricity, etc. This will ensure less disruption of school activities and academic calendar as well as pedagogical continuity during a lockdown of this nature. Similarly, there should be constant training of teachers and students as well as better quality assurance in digital education at the secondary school level to bridge the digital divide especially in rural areas and public schools.

**Keywords:** Lockdown, Stakeholders, School Activities, Digital Education

## 1.0 INTRODUCTION

There is no doubt that the Covid-19 pandemic has been a challenging period for the economic, social, commercial, and educational activities of nations of the World. The educational sector seems to have suffered most given the protracted closure of schools despite the partial or total reopening of the economic, commercial, and social activities, especially in Nigeria. This has been a source of concern and debate among the educational stakeholders considering the future of our youths that are being mortgaged for curtailing the spread of the pandemic. The perpetual lockdown of schools due to the pandemic seems to have done more harm than good to the educational activities which have raised more concerns among the stakeholders about the way forward.

The symptoms and manifestations of the infectious coronavirus (Covid-19) include fever, cough, shortness of breath, and breathing difficulties, but these are mild in children of school age. This is revealed in the figures of infected persons being released by the Nigeria Centre for Disease Control (NCDC) on daily basis. As of 30th August 2020, the total confirmed cases in Nigeria stood at 53,727 with 1,011 deaths and 41, 314 recovered (Worldometers, 2020). Also, NCDC data showed that people within the 31-40 years age bracket are more susceptible to contracting the coronavirus in the country. It was also reported that more deaths have been recorded among older people of 60 years and above. Meanwhile, people of age 11-20 years and under the age of 10 years were infected with three and one deaths respectively (Punch Healthwise, 2020). The implication of this is that children of school age are not only vulnerable to Covid-19 disease but also have a good recoverable outcome. However, the Federal Government of Nigeria on March 19, 2020, announced the total closure of schools due to the ravaging Covid-19 pandemic. This measure is necessary to prevent the further spread of the disease and to allow the government to find a lasting solution to the pandemic.

The first confirmed case of the coronavirus disease in Nigeria was announced on 27th February 2020 when an Italian citizen in Lagos tested positive for the virus. On 9th March 2020, the second case of the virus was reported in Ogun State of a Nigerian citizen who had contact with the Italian citizen. Since then, the number of confirmed cases continued to soar spreading to the 36 states of the country including the Federal Capital Territory, Abuja. In Kwara State, the first confirmed case of Covid-19 was on 6th April 2020 with two cases but prior to that, all schools in the state had been closed due to the pandemic (Nairametrics, 2020). This unprecedented situation occasioned by Covid-19 has significantly impacted the lives of students, teachers, parents and guardians, school administrators, and the nation at large.

The suspension of face-to-face teaching and learning has disrupted the activities of secondary schools in Nigeria and the World over. The situation is particularly worrisome for those students who are more vulnerable on the account of their fragile home atmosphere. Inevitably, loss of social contact and socialization routines which are part of the daily experience of secondary school students will have its effects on them (Giannini, 2020). Many children have suffered maltreatment, child abuse, rape, and sexual violence from parents, guardians, and neighbors due to school lockdown. The isolation that invariably comes with

the confinement will have an effect in terms of socio-emotional imbalance that will leave its mark, particularly on those students with pre-existing problems of this nature. Many of them have been made to hawk on the street and exposed to child labor at the expense of their consent for reasons of supporting family feeding i.e. students from poor households often face increased pressure to work to support the household. Hence, permanent dropout is more likely for older students at the secondary and tertiary levels after long periods of disengagement with educational activities (Kerr & Baxter, 2020).

The lockdown of extra-curricular activities has also had a huge disruption on the effective functioning of secondary schools. The sporting and social activities have been locked down due to the pandemic. According to Isabella (2020), despite home confinement and high levels of uncertainty regarding returning to sport and the next season, most student-athletes are continuing to train daily, either through virtual training from their club and coaches or doing strength or cardio workouts based on their coaches' plan. In addition to having a direct disruptive impact from Covid-19 on the current competition season, the student-athletes were also exposed to the negative psychological consequences of Covid-19 (frustration, anxiety, and depression), which has been found to be common during this stressful time. A significant proportion of athletes reported feelings of isolation and of being disconnected (Isabella, 2020). Also, guidance and counseling for students work less or are not available during the confinement, especially academic guidance, career guidance, and psychological counseling for secondary school students (Giannini, 2020). Long periods of school suspension can have an adverse impact on the psychological well-being of students.

Another consequence of school interruption is increased digital divide and marginalization among the students owing to their locations. Schools in the rural areas were disadvantaged from embarking on virtual teaching and learning for their students as a result of a lack of infrastructural facilities such as stable electricity, computers, and technical know-how for its take-off. Many public schools in the cities could not adopt alternative online lessons for their students given the poor socio-economic background of many families. This leaves only a few privileged students in private schools to engage in virtual learning which has created a learning gap or inequality.

To Kerr and Baxter (2020), many African governments are implementing multi-faceted strategies to ensure the continuity of learning including radio, television, newspaper, and the distribution of printed materials. Even the most prevalent forms of distance learning such as radio or television often do not reach the poorest or most remote students. Assessment of the effectiveness of this approach at the end of the Ebola crisis in Sierra Leone and Liberia revealed that poor network coverage in rural areas and limited access to radio and sometimes batteries did not ensure equitable access (Poon, 2015; Power & Kaliope, 2016). Also, the school closure necessitated by the Covid-19 pandemic could lead to a high rate of teacher attrition and staff turnover, especially in private schools. Many teaching and non-teaching staff have suffered wage cuts and those whose employment is contract-based such as P.T.A. teachers have been terminated. This is as a result of changes in the financial sector of schools which has reduced greatly both for public and private secondary schools (Giannini, 2020).

Before the Covid-19 pandemic in Nigeria, the educational sector has received little government attention looking at the measly budgetary allocation earmarked every year. The pandemic has yet exposed the rot, nonchalance, and insensitivity of the government to this

crucial sector of the economy. The situation of non-teaching staff in administrative work is worst when their main jobs are not considered critical to the continuity of teaching and learning activities. In the event of the extended duration of the cessation of face-to-face activities, it is most likely that the teaching profession may suffer quality and dedicated teachers/staff in the face of a prolonged closure of schools. In South Sudan, according to Jok (2020), most professionally trained teachers have long felt dehumanized by the neglect of their profession and many of them vacated teaching in favor of better-paying NGO jobs.

According to Jok (2020), heart-wrenching stories have emerged from all corners about teenage pregnancies, especially in poor areas of major towns, as the school that provided a measure of safety is no longer there to shield children against predatory older men. Female students from single-parent households have been particularly vulnerable, as poverty combines with the lockdown of schools to create an atmosphere where young girls may be lured by predators who offer to buy them materials things that they badly need in exchange for sex.

Moreover, the decision to shut down schools may have a long impact than expected, partly because the promotion of children to the next class without proper assessment can eventually increase the number of half-baked graduates. The Federal Government of Nigeria on August 4, 2020, partially reopened schools for students in the exit classes in view of two weeks preparing for their final examinations (Nairametrics, 2020). This short period of preparation is considered not to be enough for the students, and the implication is a mass failure as many parents and teachers are worried about the outcome of such exams.

Though the interruption of school activities caused by the Covid-19 pandemic has created many challenges, various opportunities are also evolved. The lockdown of schools has created more time for students, teachers, and school administrators to rest. Virtually all professions enjoy compulsory furlough, but this is not the case in basic and secondary schools especially private ones. There are schools that close very late on the premise of keeping students busy, others that close early engage in extra-mural lessons. This affects the mental health and development of the students and staff. Also, many school timetables do not give room for self-paced learning among students but the closure of school has afforded students the opportunity of self-paced learning. With no pressure to keep pace with the rest of the students, each child can learn at his/her own pace and enjoy his/her time with the books (Team ScooNews, 2020).

Covid-19 pandemic is a blessing in disguise as it has helped to provide seamless support in teaching and learning through collaborative work. The education sector witnessed unusual collaboration and synergy during the lockdown to ensure continuous pedagogical activities. There were radio and TV classes for students of different age cohorts. Many telecommunication giants also supported the continuous teaching and learning during the cessation of school activities by rendering educative services through different platforms such as WhatsApp, Telegram, Zoom, webinars, BigBlue, Google meet, Skype, etc. (Misra, 2020, Team ScooNews, 2020).

Another positive impact of the pandemic is the adoption of digital literacy or online or blended learning. COVID-19 has accelerated the adoption of digital technologies to deliver education (Misra, 2020). Many schools moved towards the blended mode of learning by

encouraging teachers and students to become more technological savvy. New ways of delivery and assessments of learning opened immense opportunities for a major transformation in the area of curriculum development and pedagogy. It also gives access to large pools of learners and teachers to learn and use digital technology, and this has resulted in increasing digital literacy (Pravat, 2020). The transition to distance learning during the pandemic encourages self-learning among the students, provides opportunities to learn from diverse resources, and customized learning as per their needs. Virtual learning has exposed many students to the beneficial use of and opportunities in electronic devices and gadgets such as e-learning, teleconferencing, virtual meetings, webinars, and e-conferencing.

The suspension of educational activities has yet reminded the government to provide financial support for infrastructural facilities in our schools (Arnhold, Brajkovic, Nikolaev & Zavalina, 2020). The need to stock our schools with facilities such as computers, digital materials, stable electricity, internet networks, and so on has again been identified to ensure pedagogical continuity during a period like this. The lockdown also stresses the need to update and acclimatize teachers and students on the use of technology in their activities through organized training and retraining. Teachers and school administrators need to be kept abreast of the latest practices in the education system to reduce social and private costs. Similarly, the closure of schools due to the pandemic has helped to reveal the disparities between rural and urban schools, and the need to address the neglect. It has provided the opportunity to ensure inclusive education among the students regardless of their race, location, gender, background, and so on.

Studies on covid-19 and its consequences on educational activities abound. An example includes Sahu (2020) who examined the closure of Universities due to coronavirus disease 2019 (covid-19): impact on education and mental health of students and academic staff. The paper highlighted the potential impacts of the terrible COVID-19 outbreak on the education and mental health of students and academic staff. Ogunode (2020) examined the impact of the Covid-19 pandemic school close down on the research program of higher institutions in Abuja, Nigeria. Results collected revealed that 100% of the respondents agreed that Covid-19 pandemic school closure has an impact on the research program of higher institutions in FCT, 100% of the respondents agreed that the Covid-19 pandemic will affect the flow of international research grants into higher institutions in FCT, 92% of the respondents agreed that Covid-19 pandemic will affect government funding of research higher institutions in FCT and 100% agreed that higher institutions as part of their community services by creating awareness to the general public on the prevention of Covid-19.

Deborah (2020) conducted a study is to find out the perception of undergraduate students on the impact of the Covid-19 pandemic on higher education development in the Federal Capital Territory, Abuja, Nigeria. This study adopted the descriptive research design of the survey type. The study population comprised all higher institutions in FCT, Nigeria. Results collected and analyzed showed that 100% of the respondents agreed that the Covid-19 pandemic affects the academic calendar of higher institutions, and 89% of the respondents agreed that online education is the alternative measure for conventional class teaching and learning for the future occurrences of any pandemic.

Upoalkpajor and Upoalkpajor (2020) examined the impact of COVID-19 on education in Ghana. The findings of the study revealed that the COVID-19 pandemic has a significant



impact on education in Ghana. Ogunode, Abigeal, and Lydia (2020) investigated the impact of COVID -19 on higher institutions; reduction of international education, disruption of academic calendar of higher institutions, cancellation of local and international conferences, creating teaching and learning gap, loss of manpower in the educational institutions, and cut in the budget of higher education. The article suggests that the government should increase the funding of higher institutions to enable the institutions to manage the damages caused by the COVID-19 pandemic as a result of school closing down. Amadi and Urho (2015) analyze the effects of strike actions on educational development management of Universities in Rivers State. Their study showed irregularity of academic programs, examination malpractices, and cultism amongst students, certificate racketeering, erosion of dignity, and respect for higher education are the effects of strike actions.

Isabella (2020) worked on the impact of the Covid-19 pandemic on the high performance of secondary school student-athletes. The results indicated that the student-athletes reported negative psychological impact from the pandemic, with 90.5% expressing feelings of isolation and disconnection and 79.1% having feelings of anxiety, depression, frustration. 86.1% of the respondents identified a worry for a loss of fitness during this time, with 91.3% concerned about the impact of the COVID-19 pandemic on their next season. Also, Pravat (2020) studied the impact of Pandemic Covid-19 on education in India. The positive and negative impacts were highlighted to include enhanced digital literacy, use of learning management system, improved use of social media for sharing information, reduced employment opportunity, lack of access to the digital world, the unpreparedness of teachers and students for online teaching and learning, etc. Similarly, Ogunode (2020) carried out a study to find out the effects of COVID-19 schools closing down on the senior secondary school academic program. The results collected revealed that the majority of the respondents strongly agreed that COVID- 19 affected the academic program of senior secondary schools; has led to the suspension of internal and external examinations; reduction in investment in education, suspension of teaching and learning in schools; has affected the academic calendar of senior secondary schools and has led to the suspension of all extra-curriculum activities in senior secondary schools.

The question, however, is will the perpetual lockdown of schools due Covid-19 pandemic revolutionize and revitalize our education system or will it further heighten the decay within the system? Will continuous closure of schools increase education funding, access to basic education, reduce learning gap, digital divide, and marginalization, or improve quality assurance in digital education? The decision to keep schools closed, even as the pandemic seems manageable, has been a source of concern among the stakeholders in education. Hence, the indefinite closure of schools without clear plans by the government to reopen it has necessitated this study to investigate the perceived consequences of lockdown on school activities in Kwara State, Nigeria.

### **Research Question**

The following research questions were raised to guide this study:

- 1) What are the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State?

## Hypotheses

Based on the research questions raised, the following hypotheses were generated:

**Ho1:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on gender.

**Ho2:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on school type.

**Ho3:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on location.

## 2.0 METHODOLOGY

A descriptive survey research design was adopted for this study because it attempted to investigate the opinion of stakeholders on the perceived consequences of lockdown triggered by the Covid-19 pandemic on secondary school activities in Kwara State, Nigeria. The population for this study comprised all the stakeholders of secondary school education (including teachers, school administrators, students, and parents) in Kwara State. The target population consisted of public and private secondary school stakeholders and a total of 600 respondents out of 14,540 secondary school students were sampled using a multi-stage sampling technique. At the first stage, 200 respondents were selected from the three Senatorial Districts using a stratified random sampling method. At the second stage, the purposive sampling method was employed to choose two Local Government Areas (one rural and one urban) from each Senatorial District. The essence of purposive sampling was to ensure fair representation of the respondents from rural and urban locations. At the third stage, a stratified random sampling technique was used to select 100 secondary school students (private and public), 50 teachers, 25 school administrators, and 25 parents from the chosen Local Government Area. The instrument for the data collection was a researcher-developed instrument tagged "Stakeholders' Perceived Consequences of Lockdown on Secondary School Activities Questionnaire (SPCLSSAQ)" with a reliability coefficient of 0.82 using Cronbach Alpha. Mean and standard deviation was used to provide answers to the research questions raised, while a t-test was used to test the hypotheses generated at a 0.05 level of significance.

## 3.0 RESULTS

### Research Question 1

What are the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State?

Table 1 Stakeholders' Perceived Consequences of Lockdown on Secondary School Activities

S/N	Items	Mean	S. D	Remarks
	<b>Negative Consequences of Lockdown on School Activities</b>			
1	increase in the rate of school dropout	3.10	0.52	Affirmed
2	suspension of sporting and social activities in schools	2.99	0.60	Affirmed

3	loss of students' interest in educational activities	2.95	0.47	Affirmed
4	frustration and depression due to lack of guidance and counseling services for students and teachers	2.95	0.49	Affirmed
5	rise in learning gap and digital divide	3.12	0.46	Affirmed
6	suspension of academic and career guidance for the students	2.86	0.66	Affirmed
7	loss of committed teaching staff due to high rate of teacher's attrition and turnover	2.65	0.71	Affirmed
8	disruption of academic calendar	3.04	0.55	Affirmed
9	increase in the number half-baked graduates	3.31	0.42	Affirmed
10	decline in the development of soft skills among students due to lack of exposure to practical works	2.79	0.62	Affirmed
11	increase in educational wastages due to rise in social and private cost	2.75	0.50	Affirmed
12	irregularities in the payment of teacher's salaries and wage cut	3.00	0.48	Affirmed
13	rise in cases of child abuse and sexual violence	3.01	0.37	Affirmed
14	social-emotional imbalance among students and teachers	2.70	0.63	Affirmed
	<b>Total</b>	<b>2.94</b>		
	<b>Positive Consequences of Lockdown on School Activities</b>			
15	enhances digital literacy among students and teachers	3.13	0.39	Affirmed
16	integration of technology into teaching and learning process	2.61	0.53	Affirmed
17	encourages the use of learning management system in secondary schools	2.59	0.44	Affirmed
18	enhances self-paced learning among the students	2.48	0.54	Not Affirmed
19	ensures better funding for education	2.37	0.66	Not Affirmed
20	improved quality assurance in digital education	2.31	0.43	Not Affirmed
21	reduction in the sense of isolation and dejection due to quality of time with family members	3.00	0.59	Affirmed
22	increased synergy and collaboration among stakeholders in education	3.03	0.68	Affirmed
23	improvement in infrastructural facilities in schools	2.78	0.56	Affirmed
24	transition to digital pedagogy	2.62	0.46	Affirmed
25	increase in training and retraining of teachers on digital education	2.83	0.51	Affirmed
26	guarantee inclusive education among all students	2.33	0.49	Not Affirmed
	<b>Total</b>	<b>2.67</b>		
	<b>Grand Total</b>	<b>2.81</b>		

As shown above, the stakeholders perceived the lockdown of schools to have positive and negative impacts on educational activities. This is because the majority of the items had mean scores of 2.50 and above. The benchmark is 2.5  $((4+3+2+1)/4 = 2.5)$  and above since the items were measured on four Likert Scales. The results of the analysis revealed that lockdown of schools resulted in the disruption of the academic calendar, learning gap and digital divide, loss of students' interest in educational activities, loss of committed teachers, high rate of school dropouts, rise in the number of half-baked graduates, suspension of career and academic guidance for the students as well as increase in educational wastages. Also, the respondents perceived the lockdown of schools to increase collaboration and synergy among educational stakeholders, enhance digital literacy among teachers and students, improve infrastructural facilities in schools, enhance the integration of technology into teaching and learning, and encourage the use of learning management system in secondary schools. However, the respondents disagree with the fact that suspension of school activities leads to better funding of education, inclusive education, self-paced learning, and improved quality assurance in digital education.



### Hypotheses Testing

**Ho1:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on gender.

**Table 2 T-test showing Stakeholders' Perception of the Consequences of Lockdown on School Activities based on Gender**

Gender	N	Mean	SD	df	t-cal	Sig.	Decision
Male	298	55.46	6.59	598	0.68	0.850	Not Rejected
Female	302	57.75	6.75				

\*Significant at  $P > 0.05$

The result above shows that the calculated significance value of 0.850 is greater than the chosen 0.05 level of significance. Hence, the null hypothesis is not rejected. Thus, there is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on gender. This implies that both male and female stakeholders have the same perception about the consequences of lockdown on school activities.

**Ho2:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on school type.

**Table 3 T-test showing the Stakeholders' Perception of the Consequences of Lockdown on School Activities based on School Type**

School type	N	Mean	SD	Df	t-cal	Sig.	Decision
Private	292	18.01	7.33	598	9.25	0.004	Rejected
Public	308	19.75	6.41				

\*Significant at  $P < 0.05$

The result above shows that the significance value of 0.004 is less than the P-value of 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on school type. This means that both stakeholders in private and public schools do not have the same perception about the consequences of lockdown on school activities.

**Ho3:** There is no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on location.

**Table 4 T-test showing the Stakeholders' Perception of the Consequences of Lockdown on School Activities based on Location**

Location	N	Mean	SD	Df	t-cal	Sig.	Decision
Rural	300	16.61	4.06	598	11.02	0.030	Rejected
Urban	300	15.05	5.19				

\*Significant at  $P < 0.05$

The result above shows that the significance value of 0.030 is less than the P-value of 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on location. This means that both rural and urban stakeholders do not have the same perception about the consequences of lockdown on school activities.

#### 4.0 DISCUSSION OF THE FINDINGS

The outcome of the study revealed that lockdown of schools was perceived to have negative and positive consequences on educational activities such as disruption of the academic calendar, learning gap and digital divide, loss of students' interest in educational activities, loss of committed teachers, high rate of school dropouts, rise in a number of half-baked graduates, increase collaboration and synergy among educational stakeholders, enhance digital literacy among teachers and students, integration of technology into teaching and learning and so on. This finding is consistent with the results of Pravat (2020), Isabella (2020), Kerr, and Baxter (2020) who affirmed that lockdown occasioned by covid-19 affected educational activities of secondary schools positively and negatively. This may be true because covid-19 is a blessing in disguise as it does not only expose the lapses in our educational sector but also provides the opportunity to right the wrongs in the sector.

The finding of hypothesis one showed that there was no significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on gender. This result is not in line with that of Upoalkpajor and Upoalkpajor (2020) who found that the covid-19 outbreak had a significant impact on education in Ghana. The likely reason for this outcome is that all stakeholders in education regardless of their gender have been affected by the lockdown of schools. The parents, students, teachers, school administrators including the government have suffered in one way or the other due to an increase in private and social costs.

Also, the result of the study revealed that there was a significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara State based on school type. This outcome is in congruence with the assertion of Jok (2020) who opined that covid-19 has led to the transition to online learning which was carried on by private schools or religious-based institutions. The difference in the stakeholders' perceptions may be attributed to the variations in the socioeconomic backgrounds of parents and students in private and public schools. Many stakeholders in private schools who could afford the cost switched to digital learning for pedagogical continuity compare to their public school counterparts.

Similarly, the outcome of the study indicated that there was a significant difference in the stakeholders' perceived consequences of lockdown on secondary school activities in Kwara

State based on location. This finding lends credence to the opinion of Toritseju (2020) who avers that the covid-19 pandemic is revolutionizing digital and online education globally but kids in rural and underserved communities in Nigeria are being left behind as they are not equipped to adapt to the new methods of learning. Stakeholders in the rural and urban areas may differ as regards the consequences of school lockdown because their locations present different challenges and or opportunities during the suspension of school activities.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

It could be concluded that school lockdown necessitated by the covid-19 pandemic had positive and negative consequences on educational activities. Though the pandemic disrupted the school calendar, widen the learning gap and the digital divide, caused a loss of interest in educational activities, yet it enhanced better synergy among educational stakeholders, digital literacy, and improvement in school infrastructures.

Based on these findings, it is recommended that there should be more cooperation and collaboration among the various stakeholders in education in order to guarantee inclusive education irrespective of students' location or school type. Concerted efforts are needed as witnessed during the lockdown to further reduce the learning gap among the students by reaching the underserved and less privileged in the remote areas. Also, better funding should be provided in secondary school education to improve the facilities in schools such as computers, internet facilities and so on. This will ensure less disruption of school activities and the academic calendar, less suspension of academic and career guidance, increase in interest in educational activities and ensure pedagogical continuity during a lockdown of this nature. Similarly, there should be constant training of teachers and students as well as better quality assurance in digital education at the secondary school level to bridge the digital divide especially in rural areas and public schools.

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