



Stakeholders' Perception on Influence of Covid-19 Pandemic On Activities of Private Senior Secondary Schools in Ilorin Metropolis

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Abstract

The study investigated the stakeholders' perception on influence of Covid-19 Pandemic on activities of private senior secondary schools in Ilorin Metropolis, Kwara State. Descriptive survey design was adopted using questionnaire as an instrument for data collection. The population of the study was the stakeholders of the private schools at senior secondary level of education in Ilorin Metropolis. The study made use of 30 School Administrators, 120 Teachers and 150 Students of 30 selected private senior secondary schools in all three local government areas that constitute Ilorin Metropolis. The researcher's self-designed questionnaire was used to obtain information from the 300 respondents. Questionnaire titled: "Covid-19 Pandemic and School Activities Questionnaire (CPSAQ) was used to elicit information. The reliability of the instrument was carried out using test re-test method with reliability index of 0.849 while the research hypotheses formulated for the study were tested using t-test at 0.05 level of significance. The results of the analysis revealed that there are no significant differences in the perceptions of teachers and students on the influence of Covid-19 on school activities of private senior secondary schools in Ilorin Metropolis, Kwara State. Although School administrators viewed the influence of Covid-19 on school activities of private senior secondary schools differently. The study recommends that teachers need to prepared themselves to explore the full range of opportunities that remote learning offers through online platforms, social media, Television, radio etc. to ensure continuity of learning during an unforeseen situation that may affect traditional classroom activities. Also school authority should diversify alternative methods through which co-curricular and extracurricular activities of the school can be taken care of in case of an emergency outbreak like Covid-19.

Keyword- Stakeholders, Perception, Covid-19 Pandemic, Private Senior Secondary Schools

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Introduction

There have been many researches on Covid-19 Pandemic since its emergence worldwide and how it has affected education system. Most of the numerous research studies reviewed investigated the effect of Covid-19 on students' academic performance while others looked at students' involvement or participation in extracurricular activities and student's overall performance in learning. Oyinloye (2020), Agbele and Oyelade (2020), Osman (2020), Hubert and Helm (2020), Adelakun (2020) and Ogunode (2020) have conducted various

studies on the impact of Covid-19 on education system, schooling and its influence on students' academic performance at secondary school level without investigating its influences on school activities and how stakeholders perceive these influences. Also, Jelinska and Paradowski (2021) conducted research on teachers' perception of student coping with emergency remote instruction during Covid-19 pandemic while Sibanda and Mathwasa (2021) conducted their research on the perceptions of teachers and learners on the impact of Covid-19 pandemic lockdown on rural secondary

school female learners. In addition, Zaccoletti, Camacho and Correia (2020) have also researched on parents' perception of students' academic motivation during the Covid-19 lockdown. It is observed that none of these studies has investigated influence of Covid-19 on school activities as perceived by stakeholders' at private senior secondary school level. In the light of the above, there has not been a study where the stakeholders' perception of Covid-19 is considered on the totality of school activities. In this study, stakeholders' perception of influence of Covid-19 pandemic on the school activities of private senior secondary school was intently examined in order to ensure the degree of differences that exist among the stakeholders at this level of education. This is the gap this study intends to fill.

Literature Review

Covid-19 Pandemic is one of the major pandemics in the world history that had brought threats and havoc to every sphere of life. The Corona virus has gripped the globe and is having impacts on every sector of life; economy, health, agriculture, social life to mention but a few. The educational system is no exception since the emergence of the pandemic. Its emergence has indeed slowed down school activities at all levels since March 2020 when the outbreak had become a global issue. Apart from its disruption of educational system, the infection has also become another threat to social wellbeing of the people. As Malcolm (2020) noted that, the Covid-19 has created another pandemic of panic, fear and perceptions as the virus is an unforeseen, quick moving and constantly changing crisis. Covid-19, according to World Health Organisation (WHO, 2020) is an infectious disease caused by a newly discovered strain of corona virus and also a type of virus known to cause respiratory infections in humans.

Nowadays, it is observed that preferences are being given to the private schools over public schools by the parents. Ajayi (2000) in Ehigiamusoe (2012) noted that public education today is still faced with various challenges, ranging from mismanagement of allocated resources to falling academic



standards. Other important reasons as observed by Ajayi (2000) in Ehigiamusoe (2012) for loss of confidence in our educational system include poor planning and consistent lack of investment in the education system. The findings revealed that the academic performance of students in private secondary schools is better than the academic performance of students in public secondary schools. The study further revealed that private secondary schools have better infrastructure than public secondary schools in Nigeria, but private secondary schools contribute less to the development of human resources than public schools in Nigeria.

On 27th February, 2020, the Federal Ministry of Health announced the confirmation of the first case of Corona virus disease in Lagos State, Nigeria. In the same communication, the Honourable Minister of Health announced that the Multi-Sectoral Corona virus Preparedness Group led by the Nigeria Centre for Disease Control (NCDC) has immediately activated its National Emergency Operations Centre. Since then, in less than 2 months, Nigeria has reached more than 1000 cases across the country. NCDC keeps and updates figures daily. On March 19th, 2020 a circular from Federal Ministry of Education has granted an approval for the closure of all schools for months commencing from Monday 23rd March 2020 to prevent the spread of the Corona virus (Education in Emergency Working Group (EIEWG), 2020). Many countries have also closed down their schools.

For schools to meet up with their educational role, school activities, both curricular and extra-curricular activities should be given priority in achieving the purpose the schools are to serve. School activities refer to all academic and non-academic activities that schools engage with the objective of actualizing their primary objectives. School programme includes curricular, co-curricular and extra-curricular programme. School should make provision for variety of experiences to ensure the psychological, social and physical development of all individuals in a school. This shows that school serves dual purposes of imparting knowledge and also inculcating social life in students. Ngogi (2020) define curricular activities as all the selected,

organised, integrative, innovative and evaluative educational experiences provided to learners consciously or unconsciously under the school authority in order to achieve the designed learning outcomes which are achieved as a result of growth, maturation and learning meant to be best utilised for life in a changing society.

Simon and Hans (2020). described co-curricular activities as those activities which are sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. These include sports, school band, etc. Ngogi (2020) recognised that co-curricular activities can provide students with a lot of interesting and important experiences outside the traditional classroom. He pointed out that there are many advantages to involvement in co-curricular activities which includes allowing students to explore strengths and talents outside of academics, helping students develop stronger time-management and organizational skills, giving students the opportunity to build friendships and participate in group activities outside of the tight circle of the regular classroom, channelling their energies in positive directions rather than toward drug abuse or crime, among others. The term extracurricular activities refer to those activities that occur outside of the educational setting to provide instruction or experience to supplement the academic curriculum. Other examples of extracurricular activities, according to him, may include church related activities, music classes that are not associated with the school, dance recitals, Girl Scouts or Boy Scouts, or martial arts competitions, debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events.

The role of stakeholders in facilitating decisions that affect educational policies cannot be undermined as Agu, Omenyi and Odimegwu (2010) noted that the school psychosocial environment is built by the teachers, students, staff and the school administrators. Indeed, the psychosocial school environment is a product of all non-material elements of the school resulting from



relationships among the teachers, students, staff and school management. Ene and Pham (2018) noted that the success of schools depends on the collaborative effort of the school stakeholders as each stakeholder shares a role and each role supports one another. Adebayo (2013) in Adedoja (2016.) defined education stakeholders as group of individuals who have vested interest in the education sector and are concerned with the administration, welfare, success and progress of an institution and its students in delivering intended outcomes and maintaining the viability of the school's services. They influence programme of activities and services offered by a school. Stakeholder-engagement strategies are also widely considered central to successful school improvement by many individuals and organizations that work with public schools (Ehigiamusoe, 2012).

Azzi-Huck and Shmis (2020). pointed out that for us to overcome the present consequences of Covid-19 pandemic on our schools, government at all levels of education sector should devise a holistic approach which must involve all stakeholders, including the private sector. It is now the time for stakeholders to craft meaningful initiatives as we prepare for an era where Covid-19 becomes a part of our society.

The following research hypotheses are formulated to guide the conduct of the study:

- Ho₁: There is no significant difference between School Administrators' and Teachers' perception on influence of Covid-19 Pandemic on activities of Private Senior Secondary Schools in Ilorin Metropolis.
- Ho₂: There is no significant difference between School Administrators' and Students' perception on influence of Covid-19 Pandemic on activities of Private Senior Secondary Schools in Ilorin Metropolis.
- Ho₃: There is no significant difference between Teachers' and Students' perception on influence of Covid-19 Pandemic on activities of Private Senior Secondary Schools in Ilorin Metropolis.

Influence of Covid-19 on School Activities

It is a known fact that Covid-19 pandemic has brought disruption to activities in the schools; ranging from academic activities to extra-curricular activities. Schleicher (2020) noted that it is difficult to estimate accurately the number of instruction weeks affected in all countries, as in some countries individual schools or local authorities have autonomy over the organization of the school year and the reopening of schools. Busso and Camacho (2020) noted that the first direct impact on students is the disruption and possible learning loss due to prolonged school closures. Prolonged interruption of classes due to long school breaks or teachers' strikes cause substantial losses in learning, particularly for children and adolescents from more vulnerable households who do not have the resources to compensate for these interruptions.

Kreitz (2020) posited that extracurricular activities were also affected by school closures. Many students enjoy participating in sports, music, school plays, robotics and a variety of other activities. Participation in these activities helps students to be more attractive applicants to colleges, universities and future employers. More importantly though, participation in these activities is an important part of students' identities. Kreitz (2020) further noted that for most students, school isn't just about academics, it is also about social interactions. Many friendships started by sitting next to each other in class. Several countries have implemented emergency measures to maintain some continuity in teaching and learning processes while schools remain closed. These ranges from the use radio and television channels to deliver curricula activities, to the use of mobile phones or virtual platforms to ensure adequate teaching leads to effective learning. The closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many examinations have been postponed or cancelled (Jaramilo, 2020).

Covid-19 has impacted the educational system of Nigeria and it has disrupted the landscape of learning in many schools in Kwara State and Ilorin in particular by limiting how students can



access learning. However, the Government believed that the most effective way to minimise the spread of the virus was by maintaining social distancing which demanded that the schools be closed for as long as government is certain that the pandemic has been curtailed enough for the safety of learners and teachers before recommence back to the class. Private secondary schools in Ilorin metropolis were not exempted from the effect of school closure as Kwara State and Lagos State announced the indefinite closure of their public and private schools on March 18th, 2020. With this announcement, all private schools' students in Ilorin metropolis were forced to stay at home like their counterparts in public schools. Aborode, Anifowoshe, Ayodele, Akinjo and Ogunjemilua (2020) believed that school closures affect students, teachers and families and have far-reaching economic and social effects.

Ewuzie, (2020) noted that the long period of school close down posed a serious challenge for the private school teachers as they had to live on their meagre salaries even before the novel corona crises. He added that their purchasing power has kept on dwindled as they have to spend every kobo on their families' need with in-depth deliberations and fear. Adedigba (2020) observed that the spread of Covid-19 and the shutdown of schools due to the pandemic had left the private school teachers in a more difficult situation than ever because most private school teachers have been denied remuneration during this Covid-19 shutdown. Private schools generate their income from fees paid by their students and through these fees, the schools run their operation and meet their financial needs. Adedigba (2020) noted that some private school owners in Ilorin do support their schools from their other income for survival. As this hardship struck harder, since emergence of Covid-19 pandemic in March, most private school teachers did not receive any form of salary from their employers. The Sustainable Education and Enterprise Development (SEED), Kwara State (2020) also reported that the private schools in Ilorin typically survive from "hand to mouth" as they depend on the meagre fees they receive from poor parents mostly on daily, weekly or

monthly basis while many of these schools were already facing other challenges prior to this corona-virus crisis.

Another possible effect of Covid-19 on education is on the rate of dropout from the school system. There is no doubt that coronavirus disease has crippled the economy and has rendered many people to lose their job. The children of those affected parents may become victims of dropout from schools due to inability to pay school fees and other related costs of receiving education. In this regard, children in private schools may be severely hit than their counterparts in public schools as a result of disparity in tuition fees. Adelakun (2020), observed that there is no assurance that all the learners who left the school will be back in school after the pandemic lockdown; some may have change their lives' view seeing going to school as a waste of time, some may have died, some will change school, some may have joined bad groups shifting their attention away from school. Ngogi (2020) noted that part of areas where the Covid-19 has affected the private schools is increase in the rate of drop out. He maintained that some students may never come again to school even when the infection outbreak ended.

Online teaching and learning has come to replace the traditional classroom learning since the rage of Covid-19 has rendered over 1.2 billion students globally to stay at home as a result lockdown measure imposed to militate against the spread of the dreadful disease. Nigerian students have, since March 2020, started to stay at home to comply with the government directive. As the schools closure and lockdown continued, schools and teachers have deployed various means of educating their students virtually while at home (WHO, 2020). The challenges in the use of online method, according to Mathevula and Uwizeyimana (2014) are lack of teachers' confidence and competence, lack of effective training, lack of technical support and lack of infrastructure among others. Despite these challenges, education stakeholders in Ilorin have adopted the online method for teaching / learning activities for their children to avoid total learning loss. Owoyale-Abdulganiny and Ayuba, (2021) concluded in their study that



radio, television, Smart phone and applications of various kinds were used by the teachers of Islamic studies during the Covid-19 lockdown in Kwara State to impart knowledge to their students.

Ade (2020) observed that as a result of the Covid-19 pandemic and schools close down, many Senior Secondary Schools have suspended their excursion plans that assist students to gain practical knowledge of what the students have been taught in their classes. Social distancing measure and the use of protective elements by the students and school workers is implemented by the state government to curb the spread of Covid-19 among the teachers and students. Private schools in Kwara State were left to care for themselves in the provision of these materials and other safety mechanisms to their teachers and students. Yusuf, Rasaq, Ishola, Oladimeji and Nwogu (2021). Provision of these materials like hand washing basins, soap, sanitizers, face masks etc are additional financial obligation to private school owners. Hand washing and the use of sanitizers added to the activities in schools. Another activities according to Ward (2020) are initial recommendations of maintaining a two-meter distance from others outside the family unit and the way social distancing measure is maintained in the classroom sitting arrangement among the students.

Madandola, *et al.* (2021) found that the Covid-19 has also influenced the activities of private senior secondary school in Ilorin due to its prolong graduating years of the students at final year class. The students were prevented from writing their WASSCE examination and graduating as at when due from their schools as Covid-19rage was still within our society. This, according to Madandola, *et al.* (2021), is a setback for the students' career. The Guardian Newspaper (30th September, 2020) reported that in order to cushion the effect of the pandemic on the private schools in Kwara State, the Government earmarked the sum of N135 Million as Covid-19 pandemic palliative while the State Government also promised the umbrella body of private schools in the state to offer interest-free loan to the owners as salary

support for their workers to prevent massive loss of jobs in the education sub-sector.

Methodology

Descriptive survey design was used in this study. The population for this study comprised of the stakeholders in the 156 private senior secondary schools in Ilorin metropolis. The researcher used Krejcie and Morgan Sampling Table to select 30 private senior secondary schools out of 156 schools in the Ilorin Metropolis. Stratified Random Sampling Technique and Simple Random Sampling Technique were used in this study to select the respondents for the study. Stratified Random Sampling Technique was used to select three local government areas in Ilorin metropolis to ensure that each local government area in the metropolis is appropriately represented. To select participants for this study, the Simple Random Sampling procedure was used to select 10 private senior secondary schools in each three local government areas in the Ilorin metropolis with four teachers, five students and one school administrator from each school. Thus, a total of 300 respondents (30 School Administrators, 120 Teachers and 150 students) were used to pilot the conduct of the study.

The instrument used for data is a self-developed questionnaire titled “Stakeholders’ Perception of Influence of Covid-19 Pandemic on School Activities Questionnaire (SPICPSAQ) and was directly administered by the researcher. To ensure validity of the instrument, copy of SPICPSAQ instrument was presented to



experts in Measurement and Test construction in the Faculty of Education, Al-Hikmah University, Ilorin for the assessment of both face and content validity. All observations raised were considered and appropriate corrections were made. In order to ensure the reliability of the instrument, a test re-test reliability was adopted at an interval of two weeks. Thereafter, Cronbach alpha was used to determine the reliability coefficient at 0.05 level of significance forty similar respondents in two (2) private senior secondary schools in Ilorin West Local Government Area. The two (2) private senior secondary schools where the instruments were administered are not part of selected schools under this study. The result from the overall reliability index of the instrument showed 0.849 coefficient. Thus, this instrument was adjudged reliable for the study. The researcher visited the selected schools for the purpose of data collection and the questionnaires were collected immediately after its completion. Responses from questionnaire were tabulated, coded, and processed using a Statistical Package for Social Sciences (SPSS) software. t-test statistics was used to test the research hypotheses formulated in the study at 0.05 level of significance.

Results and Discussion

Research Hypothesis One: There is no significant difference between school administrator and teachers’ perception of the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis

Table 1: t-test on the influence of Covid-19 on activities of Private Sec. Sch. in Ilorin Metropolis

Stakeholders’ Type	N	Mean	Std. Dev	t	df	Sig	Decision
School Administrator	30	81.2000	1.09545	7.243	148	.001	Significant
Teachers	120	98.9583	13.38342				

Table 1 shows the difference between school administrators and teachers’ perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis (t = -7.243, df = 148, p < 0,05). The hypothesis is rejected in the light of the result since the significant level (0.01) is less than 0.05. This implies that there is significant difference

between school administrator and teacher’s perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis.

Hypothesis Two: There is no significant difference between school administrator and student’s perception on the influence of Covid-



19 pandemic on activities of private secondary schools in Ilorin Metropolis.

Table 2: t-test on the influence of Covid-19 on activities of Private Sec. Sch. in Ilorin Metropolis

Stakeholders' Type	N	Mean	Std. Dev.	t	df	Sig.	Decision
School Administrators	30	81.20	1.095				
Students	150	98.19	14.329	-6.477	178	.016	Significant

Table 2 shows the difference between school administrator and students perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis. ($t = -6.477$, $df = 178$, $p > 0,05$). The hypothesis is rejected in the light of the result since the significant level (.016) is less than 0.05. This implies that there is significant difference between school administrator and student's

perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis

Research Hypothesis Three: There is no significant difference between teachers and student's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis

Table 3: t-test on the influence of Covid-19 on activities of Private Sec. Sch. in Ilorin Metropolis

Stakeholders' Type	N	Mean	Std. Dev.	t	df	Sig.	Decision
Teachers	120	94.74	13.152				
Students	150	93.80	16.327	.532	268	.192	Not Significant

Table 3 shows the difference between teachers and students perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis ($t = .532$, $df = 268$, $p > 0,05$). The hypothesis is therefore not rejected in the light of the result since the significant level (.192) is greater than 0.05. This implies that there is no significant difference between teachers and student's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis. The findings of the study revealed that:

- there is significant difference between school administrator and teacher's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis.
- there is significant difference between school administrator and student's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis
- there is no significant difference between teachers and student's perception on the

influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis.

Discussion of Findings

The primary purpose of this study was to examine the perception of the stakeholders on the influence of Covid -19 pandemic on activities of private secondary schools in Ilorin metropolis.

The research found out that difference exists between school administrator and teacher's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis. While the school administrator believed that the school curricular activities are more affected than co-curricular and extra-curricular activities, the teachers believed that co-curricular and extra-curricular activities of the school are more affected by the pandemic than the classroom learning activities. The school administrators' perception about the influence of Covid-19 pandemic on school activities is supported by Ngogi (2020) who maintained that the closure

of schools due to Covid-19 Pandemic has the tendency to reduce the learning ability of students and as well affect the volume of what they are to learn and subsequently leads to non completion of the syllabus.

The findings also revealed that there is significant difference between school administrator and student's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis. The students missed more of other activities in the school other than classroom learning which was done online. This finding supported the discovery of Ade (2020) who found out that Covid-19 Schools closedown as a result of Covid-19 has affected the academic programme of Senior Secondary Schools in Nigeria because major external examinations were postponed. The global lockdown of education institutions brought major and unequal interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative.

The research also concluded that there is no significant difference between teachers and student's perception on the influence of Covid-19 pandemic on activities of private secondary schools in Ilorin Metropolis. They both believed that other school activities like such as social interaction, use of library, participation in quiz and debate, games, cultural events, excursion, traditional morning assembly etc are more affected by the pandemic than the classroom-based activities. This was supported by Sibanda and Mathwasa, (2021) as posited that when school activities are disrupted resulting in their closure, students are deprived the opportunities of social, cognitive and psychomotor growth and development within the period which may affect them even beyond the period of closure.

Conclusion

The school activities are either curricular, co-curricular or extra-curricular. They form all the experiences through which a child is expected to learn and developed positive altitude and skills required to be a functional member of the society. The findings of this study revealed



the similarity of opinion of the teacher and the students on the influence of Covid-19 pandemic in private secondary schools in Ilorin metropolis. They opined that co-curricular and extracurricular activities of the school are more affected by the pandemic because curricular activities were substituted by online arrangement while the school administrators are of the opinion that classroom curricular activities are more affected by the pandemic. By and large the disruption of learning activities by way of school closure goes a long way in impacting negatively on the learners.

Recommendations

Based on the findings of the study, the following recommendations are hereby made:

- i. The school authority should diversify alternative methods through which co-curricular and extracurricular activities of the school can be taken care of in case of an emergency outbreak like Covid-19.
- ii. School administrators and teachers should have maintained Online mode of teaching / learning to ensure continuity of learning during an unforeseen situation that may affect traditional classroom activities.

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