

A 30-Minute Video Documentary on COVID-19 Pandemic and Teaching-Learning Effectiveness in Selected Universities in Kwara State, Nigeria

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Abstract:

COVID-19 Pandemic posed significant challenges on education especially in a developing country such as Nigeria; schools without the necessary facilities to take online classes suffered greatly. This dissertation was based on COVID-19 pandemic: its impacts on education through the use of television documentary. The general objective of this study is to find out the impact of COVID-19 on education particularly the secondary and tertiary institutions in Nigeria. Diffusion of innovation theory as well as social cognitive theory were adopted in this study. This documentary serves as an eye opener to the menace in the public institution and the efforts of the private institution regarding online teaching and learning. Therefore, government at all levels should as a matter of concern work together to boost education in Nigeria for a better human development, it is also recommended that government should improve on the budget for education sector, ensure that, it is channeled through the right source for effective development while making sure that computer based centre are built across all schools with close monitoring and proper maintenance. University Students at all levels should be encouraged to embrace the online form of learning.

Keywords: COVID-19, documentary, education, learning, teaching, universities, online classes.

Introduction

The outbreak of corona virus disease (COVID-19) on December 1, 2019 in Wuhan China, was declared a pandemic by the World Health Organization (WHO, 2020). Concerted efforts by the United Nations and member states through their National Centre for Disease Control (NCDC) to curb the spread of COVID-19 was dependent on information like washing of hands, social/physical distancing and wearing of face masks as well as taking vaccines as preventive measures. (Sohrabi, *et al* 2020). Where there was a suspected case of the contraction of the virus, the WHO reeled out possible signs and symptoms that include dry cough, tiredness, aches and pains, sore throat, diarrhea, conjunctivitis, headache, loss of taste or smell, a rash on the skin, or discoloration of fingers or toes, difficulty breathing or shortness of breath, chest pain or pressure and loss of speech or movement (WHO, 2020). The global space, Nigeria inclusive came to witness and experience a new coronavirus disease nicknamed COVID-19 (WHO, 2020).

The importance of education to human development has been well documented, highlighting the catalytic roles of education in national and human capital developments (Fägerlind & Saha, 2016; Griffin, *et al*, 2012). Education is a means of self-

development through learning, knowledge, skills, and habits conveyed across generations. The importance of education for the economic, social and moral development of nations cannot be under-estimated. It is of significant concern that education at all levels has been threatened since the emergence of coronavirus disease (Eze, Sefotho, Onyishi & Eseadi, 2021). The disease spread through droplets and has affected more than 9.1 million persons. As a result, countries have relied on several containment measures, including a range of physical and social distancing measures to flatten the epidemiological curve and avert morbidity and mortality due to COVID-19 (Barasa *et al.*, 2020, Viner *et al.*, 2020).

Different countries engaged in various measures to implement physical distancing, such as complete shutdown of the economy, including educational institutions (Nicola, *et al* 2020; UNESCO, 2020). The pandemic affected all levels of the education system, from pre-school to higher education, in a manner that is of irreparable educational and economic implications. For instance, a four-week school closure in New York City translated to an economic impact of about \$10.6 and \$47.1 billion. A 12-week nationwide school closure cost 1% of GDP (Araz, *et al*, 2012). While protracted closures could cost 3% of UK GDP (Keogh-Brown, Jensen, Edmunds, & Smith, 2020).

Timely responses have been in place in most countries, such as Australia, Italy, Germany, Hong Kong, with regard to online learning before the pandemic (Crawford, Butler-Henderson, Rudolph, & Glowatz, 2020). Yet, researchers have shown that the pandemic has posed significant challenges to education in such countries (Crawford et al., 2020). Hence, it is expected that the pandemic would have a more adverse effect on schools that had no online learning platforms before the pandemic (Zhong, 202; Kachra & Brown, 2019). Zar, Dawa, Fischer, & Castro-Rodriguez (2020), pointed out that “the indirect effects of the pandemic include disrupted schooling and lack of access to school, more especially in low and medium-income countries.”

In low and medium-income countries, the impact of COVID-19 is particularly threatening to education given that education systems have been working on substandard platforms (Eze et al 2021). It is also challenging in overcrowded resource constrained schools in these regions to provide a safe learning environment for students (Zar et al., 2020). The pandemic has a peculiar dissipating impact on education in Africa and other countries through decreased level of education, broadened existing divide in learning access and outcomes and increased school dropouts (Blundell, Costa Dias, Joyce, & Xu, 2020).

In Nigeria, the threat posed to education is compounded due to peculiar vulnerabilities, including poor health systems, poverty and inequality, hunger, internally displaced populations, high population densities, urban-rural divide and out-of-school population (Obiako & Adeniran, 2020). Prior to COVID-19, Nigeria accounts for one in every five of the world’s out-of-school children. About 18.5 million children aged 5-14 years in Nigeria were out of school, and only about 61 % of 6 to 11-year-old children receive primary school education on a regular basis (UNICEF Nigeria, 2021). Hence, while Nigeria is battling with underlying educational challenges that have kept the country behind in getting young people ready for the dynamic workplace.

In response, different states’ Ministries of Education have been releasing modalities for radio and TV schooling and internet-based learning for students in public primary and secondary schools. Though these efforts could be effective, with experience from developed countries, it can amount to a far-reaching negative impact on the education system in developing low-income countries like Nigeria (Obiako & Adeniran, 2020). For instance, as the COVID-19 pandemic is revolutionizing digital and online education globally, primary and secondary school learners in rural and under-served communities remain behind due to lack of skills and resources to adapt or transition to the new learning avenues. In addition, university students who may have the skills to undertake internet-based learning face poor internet infrastructure and a lack of reliable electricity supplies (Crawford et al., 2020; Zhong, 2020).

This work is limited to COVID-19 pandemic, teaching-learning effectiveness in some selected Educational institutions in Kwara State, the time of this field work is 2022,

and it is limited to lecturers and students of University of Ilorin, Al-Hikmah University and a well experienced principal of a secondary school in Kwara State. Other areas besides the above mentioned will not be considered in this project.

Statement of the Problem

In most countries, such as Australia, Italy, Germany, Hong Kong, time response has been in place with regard to online learning before the pandemic (Crawford et al., 2020). Yet, research shows that the pandemic posed significant challenges to education in such countries (Crawford et al., 2020). In low and medium-income countries, the impact of COVID-19 is particularly threatening to education given that education systems have been working on substandard platforms (Eze et al 2021). It is also challenging in overcrowded resource constrained schools in these regions to provide a safe learning environment for students (Zar et al., 2020).

Poorly resourced institutions and socially disadvantaged learners where limited access to technology and the internet, as well as students’ inability to engage in an online environment, undermine Government response (Zhong, 2020). Obiako and Adeniran, (2020) found that the pandemic has impacted education in three major ways, including missed learning for the majority of the pre-pandemic students, loss of access to vital school-provided services and leaving more kids behind. Thus, these impacts are likely to widen the gaps in education quality and socioeconomic equality following the school closures in the country. This study investigates the effect of COVID-19 on education with particular reference to secondary and tertiary institutions in Nigeria. The study will equally look at stakeholders’ views to deconstruct the educational challenges posed by COVID-19 and how those challenges have impacted education and learning in secondary and tertiary institution.

Objectives of the Study

The general objective of this study is to find out the impact of COVID-19 on education particularly the secondary and tertiary institutions. However, the specific objectives of this study will be to;

1. Access the perception of interviewees on the response to the COVID-19 lockdown in some selected universities in Kwara State.
2. Investigate the online classes and examination conducted during the COVID-19 lockdown in some selected universities in Kwara State.
3. Find out the students mobilized to online classes and examinations during the COVID-19 lockdown in some selected universities in Kwara State.
4. Investigate the perception of interviewees on availability of teaching-learning equipment for the conduct of online classes during the COVID-19 lockdown in selected universities in Kwara State.
5. Find out the challenges of conducting online classes and examination during the COVID-19 lockdown in selected universities in Kwara State.

Research Questions

1. What were the perception of interviewees on the response to the COVID-19 lockdown in some selected universities in Kwara State?
2. How were the online classes and examination conducted during the COVID-19 lockdown in some selected universities in Kwara State?
3. How were the students mobilized to online classes and examinations during the COVID-19 lockdown in some selected universities in Kwara State?
4. What were the perception of interviewees on availability of teaching-learning equipment for the conduct of online classes during the COVID-19 lockdown in selected universities in Kwara State?
5. What were the challenges of conducting online classes and examination during the COVID-19 lockdown in selected universities in Kwara State?

Theoretical Framework

Diffusion of Innovation (DOI) Theory

This theory was developed by E.M. Rogers in 1962, it is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. (Valente & Rogers, 1995). The end result of this diffusion is that people, as part of a social system, adopt a new idea, behavior, or product. Adoption means that a person does something differently than what they had previously (i.e., purchase or use a new product, acquire and perform a new behavior, etc.). The key to adoption is that the person must perceive the idea, behavior, or product as new or innovative. It is through this that diffusion is possible. (Valente & Rogers, 1995).

There are five established adopter categories, and while the majority of the general population tends to fall in the middle categories, it is still necessary to understand the characteristics of the target population. When promoting an innovation, there are different strategies used to appeal to the different adopter categories as highlighted by Valente & Rogers, (1995);

1. **Innovators** - These are people who want to be the first to try the innovation. They are venturesome and interested in new ideas. These people are very willing to take risks, and are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.
2. **Early Adopters** - These are people who represent opinion leaders. They enjoy leadership roles, and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this population include how-to manuals and information sheets on implementation. They do not need information to convince them to change.
3. **Early Majority** - These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it. Strategies to appeal to this population include success stories and evidence of the innovation's effectiveness.
4. **Late Majority** - These people are skeptical of change, and will only adopt an innovation after it has been tried by the

majority. Strategies to appeal to this population include information on how many other people have tried the innovation and have adopted it successfully. 5. **Laggards** - These people are bound by tradition and very conservative. They are very skeptical of change and are the hardest group to bring on board. Strategies to appeal to this population include statistics, fear appeals, and pressure from people in the other adopter groups.

This theory has been used successfully in many fields including communication, agriculture, public health, criminal justice, social work, and marketing. In public health, Diffusion of Innovation Theory is used to accelerate the adoption of important public health programs that typically aim to change the behavior of a social system. For example, an intervention to address a public health problem is developed, and the intervention is promoted to people in a social system with the goal of adoption (based on Diffusion of Innovation Theory). The most successful adoption of a public health program results from understanding the target population and the factors influencing their rate of adoption. This theory is very appropriate for this study because COVID-19 created an avenue for a new style of teaching and learning in our institutions which is innovative. As such, this study in a general sense, attempt to find out how institutions in Nigeria have coped and adopted this innovation.

Recent Empirical Studies

Many studies have shown that COVID-19 has in a way changed the pattern of learning and teaching. A study carried out by Pokhrel and Chhetri in Kerala State, India (2021), the study investigated the Impact of COVID-19 Pandemic on Teaching and Learning, the study discovered that Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications like General Certificate of Secondary Educations (GCSE), but A' Levels have also been cancelled for the entire cohort in the UK. As of July 2020, 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youth, from pre-primary to higher education, in 200 countries (United Nations, 2020). Therefore, making learning possible and available from homeschooling has been the need of the hour.

In the same study by Pokhrel and Chhetri on the impact of the COVID-19 pandemic, teaching and learning across the world concludes that although various studies have been carried out, in the case of developing countries, suitable pedagogy and platform for different class levels of higher secondary, middle and primary education need to be explored further. Internet bandwidth is relatively low with lesser access points, and data packages are costly in comparison to the income of the people

in many developing countries, thus making accessibility and affordability inadequate. Policy-level intervention is required to improve this situation. Further exploration and investigation on effective pedagogy for online teaching and learning is an area for research. Need for developing tools for authentic assessments and timely feedback is found to be another area of study.

In another study conducted in Kosovo by Duraku and Linda, education and the well-being of teachers, parents, and students. The preventive measures announced by the Government of Kosovo against the spread of COVID-19 on March 11, 2020, have affected the lives and education of approximately 450, 146 students and 30, 528 teachers/professors in the country (Kosovo Agency of Statistics 2017, 2019; MESTI, 2020c). Days later, the Ministry of Education, Science, Technology and Innovation (MESTI) in cooperation with other actors, including education directorates at the municipal level and non-governmental organizations, began planning distance learning for children of certain age groups, and for particular subjects (language and mathematics). Weeks later, distance learning for public pre-university education began with video recordings broadcasted on the national television, through which selected teachers, for the subjects of Albanian language and mathematics, presented lessons for students in grades 1-5. Furthermore, in the framework of the plans of the Ministry of Education, Science, Technology and Innovation, for the further planning of distance learning, the tasks and responsibilities for the realization of learning were published, through which the role of each party engaged in educational institutions in the country was specified (MESTI, 2020).

The study finds that social isolation and the new circumstances created against the spread of COVID-19, including changes in education, have caused a number of concerns for children, parents, and teachers in Kosovo. These changes are in line with expectations that the spread of COVID-19 would cause fear, anxiety, and other concerns among citizens around the world (International Federation of Red Cross and Red Crescent Societies, 2020). Furthermore, these circumstances, which have influenced the changes in the engagement of teachers, parents, and students are confirmed to have influenced both parents' and teachers' overburden. However, as highlighted by other countries, these concerns have also been affected by other changes, including the impact of COVID-19 in the field of education and inexperience or lack of preparation of teachers and parents to support students or their children in remote or online learning – also influenced by the inadequacy of the methods used for online learning to the individual needs of students (UNESCO, 2020).

Methodology

The study design is qualitative. Data was gathered through interview and documentary production. The process used to gather relevant information was interview. Details and video recordings were gathered and edited to achieve the desired end of a television documentary on the selected project topic. The population of the study involve the following respondents.

1. Deputy Vice Chancellor, Al-Hikmah University, Ilorin
2. Director, Academic Planning, Al-Hikmah University, Ilorin
3. HOD Mass Communication Department, Al-Hikmah University, Ilorin
4. Senior Lecturer, Mass Communication Department, Al-Hikmah University, Ilorin.
5. Lecturer, Islamic Studies Dept., Al-Hikmah University, Ilorin,
6. Ag. Director, ICT, Al-Hikmah University, Ilorin
7. Information Protocol and Public Relations officer, University of Ilorin
8. 400L student, Islamic Studies Department, University of Ilorin.
9. 400L Student, Mass Communication Department, University of Ilorin
10. Teacher/principal

The concept of sample arises from the inability of the researcher to test all the individuals in a given population. Therefore, the sample size of this study is 65. The total population from Al-Hikmah was six while that of University of Ilorin was four, then in order to complement pupils that would be transiting from secondary to university, the researcher picked one respondent from the secondary school.

Furthermore, the interview was used during the documentary production to retrieve relevant data. It carries questions that asked interviewees about their reactions when the world shutdown as a result of COVID-19, the measures put in place to ensure continuous teaching and learning, the level of preparedness by the schools as well as the readiness of the students to participate in the online classes, how the management were able to conduct online examinations free from malpractices and also how each school manage to beat challenges to ensure proper delivery of online classes that will be able to stand a test of time.

Documentary Synopsis

Title: COVID-19 Pandemic: impact on education

Synopsis: This documentary is designed to access the effect of COVID-19 on education in some secondary and tertiary institutions. It focuses on how schools adapt and adjust to the system of online teaching, getting the students to take classes and exams as well as ensuring that COVID-19 protocols were observed upon resumption. This documentary also showcases the styles adopted in bridging the gap between students from rural and urban areas as the latter is assumed to have more access to both internet and gadgets to comfortably access the remote classes. In this work, parents are not left out as they become more actively involved in the academic activities of their children owing to the fact that the lockdown did not only affects schools but other institutions as well as businesses.

TABLE 1
PARTIAL SCRIPT OF INTERVIEW FOR THE
DOCUMENTARY

Watch video on

https://youtu.be/pvOSOAUOHYk?si=0sEJDg_CMo_fuoa2

| VIDEO | AUDIO | TIME | | | |
|---|---|-------|--|---|---|
| Opening Montage | Soundtrack | 00:14 | | COVID-19 | |
| Info-graphics | First December 2019, a city in china called Wuhan witness an epidemic that spread across china and the world. | 00:25 | | Shots of some universities in Nigeria | It is important to note that, as the time of this lockdown, the public universities in Nigeria who were members of ASUU, were on strike. This development gave a mixed reaction as to what to do in order to create an enabling environment to students to keep their academic calendar on track. |
| Clips of cities before and during COVID-19 | A series of mandatory actions were put in place by the central government such as measures to restrict travel across the cities, case detection and contact tracing, quarantine, guidance and information to the public and detection kits development. | 00:44 | | Channels news on ASUU/FG meeting | CUE IN: since that strike was declared... CUE OUT: ... and payment of all withheld salaries of members. |
| UN building exterior to interior | In January 2020, world health organization had a meeting, where it was declared that corona virus outbreak from china is a public health emergency that required international concern. | 00:59 | | Shots of some private universities in Nigeria | Some private universities immediately swung into action in order not to alter their school academic calendar while ensuring that covid-19 protocols were observed as given by the Nigerian centre for disease control. |
| WHO President: Tedros Adhanom Ghebreyesus | CUE IN: The number of cases of COVID-19 outside china has increased... CUE OUT: ... and we have called every day for countries to take urgent and aggressive action. | 01:25 | | Deputy Vice Chancellor | CUE IN: ... As this is a peculiar challenge as at that time... CUE OUT: ... we had to become innovative and creative to see how we can still sustain academic activities. |
| Info-graphics | After recognizing it as an emergency epidemic in January 2020, strong measures were adopted to characterize and control the epidemic. Many kinds of guidelines were rolled out to the public about risk factors and preventive measures were recommended to the public. | 01:47 | | HOD Mass Communication. | CUE IN: ... First and foremost, one thing really punctuated the lockdown during the period particularly... CUE OUT: ...pronto when the strike was suspended, the university made tremendous preparation |
| Clips of cities before and during COVID-19 | Part of which at a point led to the total short down of the world and Nigeria were not as exception. | 01:56 | | Deputy Vice Chancellor. | CUE IN: ... Throughout the lockdown, we were still relating with our students... CUE OUT: ...cyberspace in the digital space online. |
| Drone shots of Lagos and Al-Hikmah University | As a developing nation, its' effect on the economy, social life as well as education cannot be over emphasized. Businesses was short down, everyone has to remain indoor to curtail the wide spread of the disease, the institution of learning was not left out. | 02:18 | | Ag Dir., ICT | CUE IN: ... Our intention to do distance learning Which is actually an online mode... CUE OUT: ... it actually met us prepared, so we just swung into action as I said. |
| WHO message on | Soundtrack | 03:17 | | Senior lecturer, Mass Comm. Dept. | CUE IN: ... Though the university of Ilorin have been having that idea of... CUE OUT: ...technical officer on how to commence online training. |
| | | | | Shot of an online Instructor | Before the total lockdown, some institutions already have |

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|--|--|-------|--|---|-------|
| | some courses that are being taught online. | | | so much. But, they were greatly affected. | |
| Info-graphics | Which means, their students are already familiar with the terrain of online learning. | 07:03 | Information Protocol and Public Affairs officer. | CUE IN... The urban setting or rural setting in this case does not | 10:47 |
| Clips of ICT centre and images of online platforms. | To this effect, COVID-19 enabled such institution to boost their arsenal of online teaching aides. This includes acquiring new computer system, and exploring platforms such as zoom, Google classroom, WhatsApp messengers and others. | 07:23 | A Senior lecturer | CUE OUT: ... the gap between urban and rural setting did not really have effect on us CUE IN... I remember there are some parents that even have to buy.... | 11:02 |
| Ag Dir., ICT. | CUE IN... We used zoom to engage our students, we use Google classroom... CUE OUT ... Where we have classes beyond that, we use telegram. | 07:45 | A teacher. | CUE OUT... to their children just for the sake of the examination. CUE IN... You know student have their way of getting in touch with one another... CUE OUT... somehow they were able to connect with their mate. | 11:22 |
| HOD Mass Comm. Dept. | CUE IN... The university spent a lot on zoom... CUE OUT... deliver lectures and classes using this zoom facility. | 08:01 | Online examination guidelines and directives | Soundtrack | 13:25 |
| Lecturer, Islamic studies Dept. | CUE IN... Despite that our students were at home, we were able to reach out to... CUE OUT... also examined their performance and their attendance to lectures. | 08:36 | Clips of invigilators monitoring online exams | While some institution had their classes and examination online, some taught their students via Online platforms but examinations were conducted on sight while observing all COVID-19 protocols. For schools who conducted online classes and examination, they ensured that measures were in place to curb examination malpractices | 13:49 |
| Images of people in rural areas | Although, students who are resident in rural areas faces challenges | 08:42 | | | |
| Info-graphics | such as bad internet network | 08:45 | | | |
| Images of people studying in various environment and handsets. | Lack of adequate electricity supply, unavailability of internet enable gadgets, which led to make up classes, late submission of exam booklets, missing scripts and the likes. In order to prevent situation of this type, schools make provision for internet accessibility for students within the axis of the campus and ensure that COVID-19 protocols were strictly observed. | 09:12 | Information Protocol and Public Affairs officer. | CUE IN... So the lecturer would see that you are locking your... CUE OUT: ... shown the entire space that you want to use | 13:59 |
| | | | Clips of students locking the door | Like if it's a room, like point the camera all through like, there is nobody here, is just me. | 14:04 |
| | | | Information Protocol and Public Affairs officer. | Then, you can go ahead and lock the door behind you | 14:10 |
| Director, Academic Planning. | CUE IN... Naturally there would be gab, most of our students for now are from the north... CUE OUT... but there were ways which we were able to mitigate those challenges. | 09:43 | A senior lecturer. | CUE IN... You know; you can't completely eradicate malpractices... CUE OUT: ...the university had to buy laptops for departments | 14:29 |
| A Senior lecturer | CUE IN... The fact that some students live in areas where network connectivity... CUE OUT... they did not lose | 10:12 | Shots of invigilators monitoring online examination. | To be able to monitor the examination. So, on a screen, you can have twenty-five students. So, we divided the | 14:44 |

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|---|---|-------|--|--|-------|
| | number of students who were writing examination by the number of lecturers on ground. | | Drone shots of Al-Hikmah university. | While schools administrators beliefs that knowledge has been impacted effectively, but not without challenges. | 18:53 |
| A senior lecturer. | CUE IN ...So that each lecturer will monitor just a screen... | 14:53 | | | |
| | CUE OUT :... each lecturer was manning just a screen, twenty-five candidate. | | Deputy Vice Chancellor. | The challenges of being constricted | 18:58 |
| Dir. Of Academic Planning. | CUE IN ...For all the platforms, the dean of the... | 15:20 | Images of empty streets across Nigeria. | To homes is major so.... | 19:03 |
| | CUE OUT ...that if they made or try to be clever, there are consequences. | | Shots of Nigerian security men on channels TV news restricting movement. | ...and you know that even moving around was also restricted. And you know that moving around, you have to get special permit to even move. | 19:15 |
| A senior lecturer. | CUE IN ...Attendance of lecture which ordinarily supposed to be compulsory... | 15:56 | Deputy Vice Chancellor. | CUE IN : ...All these were challenges that... | 19:27 |
| | CUE OUT :... lectures that was conducted online, then exams were conducted when they resume. | | | CUE OUT : ... sure we did not allow activities to be grounded. | |
| Shots of students demonstrating how they signed in during online examination. | Some students prefer physical classes to online classes. | 16:07 | HOD Mass Comm. Dept. | CUE IN :At that point in time, we cannot really... | 19:43 |
| 400L Student, Mass Communication Dept. | According to them, physical classes are more impactful than online classes. | | | CUE OUT : ...attendance requirements and what have you. | |
| | CUE IN ...Inasmuch as I would say it's fun and interesting... | 16:35 | Dir. Of Academic Planning | CUE IN : ... Normally you can't expect us to operate as if things.... | 20:43 |
| | CUE OUT ...is going to be more intimate than using voice note. | | | CUE OUT : ...and the students without sacrificing quality and standard. | |
| 400L Student, Islamic Studies Dept. | CUE IN ...Some of the information we were supposed to get... | 16:53 | A Senior Lecturer. | CUE IN : ... Yes, on the part of the school... | 20:32 |
| | CUE OUT ...very big issue by the time we got back at school. | | | CUE OUT :...So the school tried but it wasn't that perfect | |
| 400L Student, Mass Comm. Dept. | CUE IN ...Well, I was not okay with it honestly, because... | 17:11 | A Senior Lecturer. | CUE IN : ... The time frame for virtual examination was less... | 21:05 |
| | CUE OUT ...not really okay with an online classes during the COVID-19. | | | CUE OUT : ... it's a good thing for the university. | |
| Exterior shots of some Universities in Nigeria. | For some, the lockdown has in a way improved teaching and learning and has added value to the education system. | 17:19 | Ag Dir., ICT. | CUE IN : ... Like I told you, they know the benefit they were going to acquire from... | 21:46 |
| | CUE IN : ... That experience was even a blessing in disguise... | 18:00 | | CUE OUT : ... was approved and we did convocation that session. | |
| Deputy Vice Chancellor. | CUE OUT :... and even for our distance learning programmes | | Teacher. | CUE IN : ...It was not the same thing as the physical interaction... | 22:17 |
| Ag Dir., ICT. | CUE IN : ...One, our students are now more exposed to the online version... | 18:16 | | CUE OUT :... that after closing, we added some hours where those topics could be taught | |
| | CUE OUT : ... it's not going to be a big deal. | | COVID-19 precautions and preventive measures. | Soundtrack | 23:16 |
| A Senior Lecturer. | CUE IN :...Yes, only an unserious government that would think that ... | 18:45 | Clips of cities across the world after the lockdown. | Today, most countries have been declared COVID-19 free even though some of these countries still observe protective measures against it. | 23:30 |
| | CUE IN :...ordinarily that online thing supposed to have come to stay | | Image of an | One thing that is certain is that | 23:34 |

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|-------------------------------|---|-------|
| online Instructor. | online education is finally here to stay | |
| Info-graphics. | and almost all educational institution have put in place | 23:40 |
| Clips of Al-Hikmah CBT centre | Measures to migrate to and fro between online and onsite education. | 23:48 |
| End Credit | Soundtrack | 26:10 |

Answers to Research Questions

Question 1: What were the perception of interviewees on response to COVID-19 lockdown in some selected universities in Kwara State?

In an interview with a Deputy Vice chancellor, he asserts that “this is a peculiar challenge as at that time, involving a compulsory lockdown of everything to prevent being affected by the ravaging COVID-19 and that was what compelled the government to imposed the lockdown. The university as a corporate entity within the system, has to comply, thereby grounding academic activities but, as a private university, we had to survive even in that circumstances, we had to become innovative and creative to see how we can still sustain academic activities”.

This documentary discovered that as at the time of lockdown, the public universities in Nigeria, who were members of ASUU were on strike, this brought a different dynamic into the case but before the suspension of the strike, some universities already made a tremendous preparation to take their students online. According to a senior lecturer, the university of Ilorin already have internet facilities installed at some strategic places in the school before COVID-19, so, all they did was to improve on that and train some of their senior lecturers and technical teams. Similarly, many private universities immediately swung into action in order not to alter the academic calendar of their school. This was a smooth one for Al-Hikmah University as the school was already equipped and set to begin a distance learning programmes before COVID-19 outbreak.

Secondary schools were not left out, some of the schools resorted to using WhatsApp as a means of reaching out to their students. Some of the secondary school teachers have to swiftly acquire android phones to enable them join the train. Groups were created in different categories on WhatsApp i.e. group for teaching staff and technical team only, students, class by class, group for school management and parent/teacher association (PTA) executives. This is a development they intend to keep improving upon as it is helping them in imparting knowledge and getting response faster than before. As no one could tell what is to come after COVID-19.

Question 2: How were the online classes and examination conducted during the COVID-19 lockdown in some selected universities in Kwara State?

The Ag. Dir. of ICT, said that, prior to the total lockdown, schools have their lecturers and technical staff trained on how

to use the platforms available for teaching and learning. Several platforms were used during online examination. Such platforms include WhatsApp, Google classrooms, Telegram and Zoom. For schools who engaged their students in an online class, zoom was regarded as the most appropriate platform for examination as a senior lecturer in Islamic Studies Department added that, the total numbers of students available were divided by the numbers of lecturers on ground for effective supervision and monitoring. A staff of Information, Protocol and Public Affairs also said that, students were equally instructed on what to do before the commencement of exams, for instance, they must be alone in a room where they choose to write the examination, they must equally put on the camera of their phones to show the entire corners of the room to the invigilator, they must also be seen locking the doors of their rooms behind them. Late submission of answer booklets will lead to automatic disqualification. Students were instructed to take pictures of their answer booklets, convert them to pdf and then submit. For quality and standard services, each invigilator was made to supervise one screen with twenty-five candidates for effectiveness. The students on the other hand has no idea who is invigilating and how many eyes on them at a time, hence, there is limited room for malpractices.

However, while most government owned institutions remain closed till after the lockdown, some only carried out continuous assessment tests online and reserved examinations till after the lockdown. This is so because there were no adequate facilities to effectively carry out online examination. We also discovered that there was no special assistance from either State or Federal government to schools, rather it was the private institutions that offered assistance to the state government in appreciation for allowing their staff come to school during the lockdown.

Question 3: How were the students mobilized to online classes and examinations during the COVID-19 lockdown in some selected universities in Kwara State?

The lockdown came at a time the world has already gone digital, so, bringing the students together in an online class was not too much a problem as students already knows the importance of continuing their classes during the lockdown. According to Ag. Director of ICT, for them, it was not really a problem as the students were happy and eager to continue their studies and graduate on time. Despite that the students were at home, they were able to bring them together through WhatsApp, telegram, Google classroom and zoom. There were voice notes dropped on WhatsApp and also had their materials in pdf format sent to them. For a larger class, telegram was the most appropriate as WhatsApp has limitation. For Students who couldn't join the classes due to either lack of internet enabled gadgets, unavailability of power supply or internet networks, make ups were arranged upon resumption to make up the missed classes and even examination while ensuring that COVID-19 protocols were strictly observed.

Question 4: What were the perception of interviewees on availability of teaching-learning equipment for the conduct of online classes during the COVID-19 lockdown in selected universities in Kwara State?

From the documentary, we discovered that some schools were taken unaware by the total lockdown and so, they could not really do much especially the government owned schools. There was no internet supply in the school, the few staff that have personal computer couldn't help, and some teachers do not even have an android phone to join the WhatsApp group. According to the acting director of ICT, prior to COVID-19, plans were in place to have some programmes online, this is to say that equipment were already on ground, so all they did was to improve on them i.e fixing the damaged ones, acquiring new ones, ensuring that proper training was given to staff members, acquiring the needed software etc.

A senior lecturer in Islamic studies department, said that the school went as far as acquiring new computer system for each department, subscribing to more platforms, a more comfortable tables and chairs, expansion of halls to create more space for staff members who will be monitoring exams and test via zoom to ensure social distance, training and retraining of staff to ensure effective productivity, reeling out some guidelines for students to conduct themselves properly online.

Question 5: What were the challenges of conducting online classes and examination during the COVID-19 lockdown in selected universities in Kwara State?

In an interview with the HOD of Mass Communication Department in one of the universities, he said lecturers were faced with the challenges of not being able to account for full participation of students in the class that made a mess of attendance requirement which form a part of the continuous assessment. Some of the lecturers resulted to using their phone hotspots as a result of poor services from the school server. Another senior lecturer added that, some students could just log in and exit then claim to have participated, with this, it was difficult to access the level of cooperation from the students. Restriction of movement was also one of the major challenges faced during COVID-19 as staff members found it difficult to leave their homes.

On the part of the students, they faced challenges of bad internet network, inadequate electricity supply, unavailability of internet enabled gadgets which led to some of them missing out in classes as well as late submission of exams booklets and missing scripts. According to a lecturer, these challenges were more pronounced with students in rural areas, those in urban centre faces similar challenges but not as much as the former. During scripts sorting, there were cases of mix-ups and this caused a setback in the marking process for the lecturers. A final year student in the department of Mass Communication, when interviewed, lamented that he wasn't too comfortable with the online classes as he felt it was not as impactful as the physical class. A 400L student in Islamic Studies department who equally participated in the online classes during COVID-

19 lockdown added that some of the information they were supposed to get didn't get across properly.

Some schools made internet accessibility available for students who are residents within the axis of the school and ensured that COVID-19 protocols were observed. Parents were not left out as some parents have to even release their phones and computers for their wards, some bought new gadgets as well as subscribe to data to keep them active in online classes.

Conclusion

COVID-19 pandemic met the country unprepared for a total transition into online classes as only the few schools who have plans of taking courses online before the pandemic were still at the planning stage when the world shut down, this development threw them into a state of confusion but then, they looked for a way to survive under the circumstance. They began with the little on ground and then, improved on it. The documentary revealed that, the COVID-19 pandemic did not just expose our unpreparedness in the development of the education infrastructure, even the little on ground are not being maintained. The implication of this is that if we continue this way, measuring up to standard in remote learning will remain a very tall dream for the nation.

Recommendations

1. The federal government should as a matter of urgency improve in our education sector as this is essential for human development, create an enabling environment for schools, let our institution of learning be provided with all the necessities to take classes both online and physical as the case maybe.
2. The budget for the sector should equally be increased and ensure it is properly channeled towards building of more computer based centres across all schools while ensuring proper maintenance.
3. COVID-19 served as an eye opener to see how unprepared we are as a country to go digital and the world is fast growing in the digital space, we shouldn't be left behind. The government should encourage network providers to carry out their corporate social responsibility by assisting our institution of learning with their product and services, this will go a long way in ensuring adequate internet services in schools.
4. Revitalization of the power sector to bring an end to the era of incessant power outage at all time, as this will go a long way in solving the problem.
5. No human development can succeed without education, hence the lecturers/teachers require motivation, training and encouragement in order for them to discharge their duties effectively at all time.
6. Parents should encourage their children to learn to accept this new normal of learning and give it an utmost attention as no knowledge is a waste. If all issues raised are considered, our institution of learning will not only be better but will be able to take any form of learning under any circumstances.

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