

COVID-19 LOCKDOWN: IMPLICATIONS ON MANAGEMENT OF LITERACY PROGRAMME CENTRES OF ONDO STATE, NIGERIA

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Abstract

The global community witnessed the outbreak of Covid-19 pandemic disease in the year 2020. The pandemic disease had effects on every sector of the nations, Nigeria inclusive. The effect was very greivous on educational sector. Thus, necessitated this study on Covid-19 Lockdown: implications on management of literacy programme centres in Ondo State, Nigeria. Descriptive survey research was used to the study. The study population comprised, the clientele of literacy programme population centres in Ondo State, Nigeria. The sample size of the study was two hundred (200), selected through a snowballing sampling techniques across ten communities in Ondo State, Nigeria, where the programme were domiciled. The criteria that was used to select the communities was based on the numerical strength of clientele at the literacy centres in the communities. Three research questions were raised to guide the conduct of the study. Data was generated through self-structured research instrument titled", Questionnaire on Covid-19 Lockdown: Implications on management of Literacy programme Centre of Ondo State Nigeria," it was fashioned on four likert rating scale of Strongly agreed (SA) Agreed (A) Disagreed (D) and Strong disagreed (SD). The research instrument was validated by two experts in test and measurement, while its reliability was determined through test retest method at two weeks interval: 0.69 coefficient reliability was obtained. Data generated was analysed, using descriptive statistics (frequency counts simple percentage and mean). Based on the finding of the study, conclusion were made that Covid-19 pandemic had effects negatively on clienteles' attendance, psychological stability and session of literacy programme of Ondo State, Nigeria. Based on the conclusions, the researchers recommended that protective measure should be put in place. Also, there should be a strict compliance on social distance order of Ondo State Government etc.

Keywords: Covid-19, Pandemic, Management, Literacy Programme

Background to the Study

The global community witnessed the outburst and outbreak of covid-19 pandemic in the year 2021. This pandemic has serious negative and ravaging consequential effects on the global socio-economic and psychological wellness and wellbeing of human beings and educational institution, alike From the several extant literature and reports globally, schools activities became paralysed, shops and business centres were grounded, stay at home policy became a policy, globally particularly in Nigeria. Moreover, social activities such as; sports, marriage ceremony and others were halted. Movement and public activities became restricted by government policies. The reason for this is to halt the spread of the disease.

The effect of covid-19 pandemic is much felt globally in educational sector. It has a serious disruption on educational process. Schools were closed down due to Covid-19. Emerging evidence from some of the nations revealed that the pandemic disease gave rise to learning losses and increasing inequality and accessibility to schools. At the peak of the pandemic, many countries closed their schools, Nigeria inclusive

(Donnelly, 2021). Given the abruptness of the situation, teachers and school administrators were unprepared for this transitions and were forced to build emergency remote learning system almost, immediately to overcome the challenge.

Eze, Sefotheop, Onyishi and Ezeadi (2021), noted that education received the most devastating impact of Covid-19 pandemic. Before the pandemic, the Nigerian education system has adopted purely face to face approach in teaching and learning settings. However, with the outbreak and emergence of the lockdown schools were closed down thus made both teachers and learners helpless. This situation became worrisome to stakeholders in educational sector.

Truly speaking, the pandemic negatively has negative consequential effects on education. It causes poor school enrollment, inequality in education, poor school health and challenges in school assessment and transition. It led to a high rate and spate of attrition in schools. The pandemic, Covid-19 is affected at levels of the education system, from pre-school to higher education, in such a way or manner that is of irreparable educational and economic implication (Lindzon, 2020).

Obiako and Adeniran (2020), reported that following the covid-19 pandemic, all schools in Nigeria were closed from March 27, 2020, as one of the Federal Government measures to limit the spread of the disease. This translated to contextualized state wide school closure across the 36 states in the nation Nigeria. In response, different States' Commissioners for Education released modalities and strategies for schools' programmes continuation. At higher level of education, e-learning was encouraged, through the radio and television. Obiako and Adeniran (2020), noted that this strategy has negative impact on education system in developing countries, Nigeria exclusively, due to the poor compliance to (ICT).

As the Covid-19 pandemic is revolutionizing for digital and online education globally, primary and secondary schools' learners in rural and under-served communities remain behind due to lack of skills and resources to adapt or transition to the new learning avenue. This is the reality in Nigeria. Besides, university students who may have the skills to undertake internet based learning face poor internet infrastructure and lack of reliable electricity supplies (Zhong, 2020). Thus, e-learning strategy, radio and television, practically not possible in Nigeria. Also, students were not able to engage in an online environment (Zhong, 2020). This is due to the state of the nation in ICT utilized. However, beyond e-learning strategy there are other devices adopted to ensure continuation of school programmes which resulted into opening of schools after several months of closure. These include; compulsory use of nose covering, use of sanitizers, social distance and so on.

The pandemic disease makes teaching process practically impossible. In an extreme case, stay at home order and achievable. Social interaction was prohibited. This affects teaching and learning process in all subjects at all levels in school in Nigeria. The States of federation of Nigeria put up pro-active strategies to manage the pandemic disease. One of the pro-active strategies was total closure of schools, which invariably disrupted teaching and learning in the schools in the states. Invariably, this affect teaching of all subjects in secondary schools in the states.

The negative impact of covid-19 pandemic was also terrible and ravaged most literacy programme centres in Nigeria. It needs to be stated that literacy programme implementation in most nations, particularly is to reduce the level of illiteracy in Nigeria. Aderinoye (1997), maintain that the essence of literacy programme is to enable adult and young ones to be equipped with literacy skills (reading and writing and computation of simple arithmetics) to solve daily challenges. Several studies had been conducted on impact of Covid-19 on schools in Nigeria. However, much studies were yet to be done on its impact on literacy programme. It was this observed gap that motivated the researchers carry out the study.

Statement of the Problem

The outburst of Covid-19 pandemic had devastating effects on all sectors, globally. However, its effects on school sector was very grievous considering the level and preparation of many underdeveloped countries, Nigeria, inclusive. Its effects was not only restricted to formal system of education, rather non-formal education and extension Literacy Programme school activities were put into halt. School were closed down for some time.

However, in an attempt to guarantee continuation of school programmes in Nigeria governments at all levels, devised many methods to manage the situation. These included; wearing of nose covering, use of sanitizer, etc. The effects of Covid-19 in recent times has become a source of carrying out researches in Nigeria. However, observable, several studies had been carried out. However, much have not been done on Covid-19 and its implication of management of literacy programme of Ondo State, Nigeria. It was this observed gap that motivated the researchers to carry out the study.

Research Questions

Three research questions were raised to guide the conduct of the study. They were:

1. Does Covid-19 affects students' attendance in schools during the Covid-19 pandemic era in Literacy programme of Ondo State, Nigeria?
2. Does Covid-19 pandemic has negative effects on psychological stability of clientele of Literacy programme of Ondo State, Nigeria?
3. Does Covid-19 pandemic truncate Literacy programme session of Ondo State, Nigeria?

Purpose of the Study

The general purpose of the study was on Covid-19 lockdown: implication on management of literacy programme centres of Ondo State, Nigeria, while the specific purposes were to:

1. ascertain the effect of Covid-19 pandemic on clientele students' regularity in schools;
2. ascertain the effect of Covid-19 on clientele psychological stability for learning
3. establish the effect of Covid-19 pandemic on literacy programme of Ondo State, Nigeria.
4. determine the effect of Covid-19 pandemic on students' study habit; and
5. ascertain the influence of Covid-19 pandemic on learners' readiness for teaching and learning activities.

Significance of the Study

The findings of the research would be significant to stakeholders in the provision of Literacy programme in the following ways;

1. The study will enable Government and other stakeholders in the provision of Literacy programme to know the effect of Covid-19 pandemic on management of the programme.
2. The result of the study will propel government to device strategies and policy formation to curtail the spread of Covid-19 pandemic at Literacy programme in future.
3. The study will serve as a good reference to researchers that will carry out research within the confine of the study in future
4. The study will add to the existing literature on Covid-19 pandemic

Literature Review

Covid-19 Pandemic

The World Health Organization (WHO), in December 2019, received reports on clusters of pneumonia cases of unknown causes in Wuhan City, Hubei Province of China. Therefore, Chinese authorities subsequently identified a novel strain of Coronavirus (SARS-COV 2) as the causative agent (World Health Organisation, 2020). Sequel to the advice of the International Health Regulation Emergency Committee, the Director-General of the WHO declared the COVID19 outbreak as a Public Health Emergency of International Concern (PHEIC) on 30 January 2020 and characterized it as a pandemic on 11 March 2020 (World Health Organisation, 2020). The outbreak has been reported in all continents, with first case in Africa reported in Egypt in February 2020 (Gilbert, Pullano, Pinotti, Valdano et al, 2020). Globally, over 2.6 million confirmed cases and over 186,000 deaths had been recorded (Worldometer, 2020).

Nigeria is one of the 210 countries affected globally. The first case was confirmed in Lagos State on the 27th February 2020. This index case was a 44-year old man, an Italian citizen who returned from Milan, Italy, on 24 February and presented at a health facility on 26 February 2020 (FMH, 2020). Following the confirmation of the index case, 216 people were identified as contacts to be followed up. Of these, 45 travelled out of Nigeria and one of the remaining 176 contacts was confirmed to be positive for COVID-19 on the 9th of March 2020. From this time, country has continued to experience an increase in the number of cases, which has spread across several states. While majority of the initial cases were imported, most of the new cases have no travel history or contact with such people. This is highly suggestive of ongoing community transmission. Under the current circumstances, the Primary Health Care (PHC) Centres remain the most likely port of call for community members who develop symptoms that could be suggestive of COVID-19.

The Primary Health Care system is the bedrock of the country's health system (Federal Ministry of Health, 2020) and the Community Health Workers (CHWs) are considered to be its backbone for several reasons. In addition to contributing to several successful immunization, maternal, newborn, child health and reproductive health services, CHWs also played a critical role in the epidemic response to the 2014 Ebola Viral Disease Outbreak (EVD) across several West African countries, including Nigeria. In the face of continued COVID-19 community transmission, the health system may likely become overwhelmed with increased risk of health workers' infection. Considering the fact that most people use the PHC centres, especially those in the rural and hard-to-reach areas, it is important that the staff should be adequately informed and resourced to

provide first level care such as screening and referral of patients. On this ground, the current situation of the outbreak and needs effective engagement of community health workers for appropriate responses to COVID-19.

COVID-19 Outbreak in Nigeria

Prior to the importation of COVID-19 into Nigeria, Governments had established a “Coronavirus preparedness group” through its nation’s leading public health agency, the Nigeria Centre for Disease Control (NCDC), which commenced point of entry screening for travelers. The precaution became necessary when it became obvious that Covid-19 was ravaging nations. Based on lessons learnt from the EVD outbreak, therefore, the NCDC strengthened the National Reference Laboratory with diagnostic capacity for epidemic-prone pathogens. Through this process, the NCDC supported 22 of the 32 states to establish emergency operation centres (EOC), and trained rapid response teams in all the 36 states (Ihekwaazu, 2020). Furthermore, the agency provided relevant public health advisory to the Nigerians; shared the case-definition and preventive information with networks of national and subnational public health workers; built capacity for contact tracing and case management; and strengthened five laboratories for diagnostic capacities (Adepoju, 2020).

Also, vital to the COVID-19 outbreak preparedness is the country’s Polio infrastructure - a programme originally aimed at the eradication of poliomyelitis. The structure brings on board its technical expertise, logistical capacity, human resources, community network and disease surveillance experience. The EOCs coordinating the outbreak response in each state are modelled after the Polio EOC operating under six functional units, namely: point of entry, epidemiology and surveillance, risk communication, management and communication, case management, and laboratory services. The Polio infrastructure was vital to the success of the 2014 EVD outbreak response. Currently, it provides technical support to government agencies including NCDC and has an on-ground network of human resources including traditional and religious leaders, community mobilizers and health workers to support the COVID-19 response. In addition, the Polio infrastructure had SMS-based application, auto-visual AFP detection and reporting (AVADAR) that support disease surveillance through networks of community volunteers and healthcare workers. It is therefore worthy to be said that through Government interventions, the menace has drastically been reduced in the country.

METHODOLOGY

Descriptive survey research design was adopted for the study, because not every subject could be covered. Therefore, data generated through the sample size was generalized on the entire population of the study. The method also made it feasible to generate data from a wide range of subjects, using the same questionnaire.

The study population comprised, the clientele of Literacy programme across all Centres in Ondo State, Nigeria. The sample size of the study was Two hundred (200) respondents out of Six hundred and twenty (620) clientele of Literacy programme. The sample size was selected through a snow-ball sampling technique in ten communities that have the programme in Ondo State, Nigeria. A self-developed structured questionnaire by the researchers, entitled, “Questionnaire on Covid-19 Lockdown: Implications on Management of Literacy Programme Centres of Ondo State, Nigeria”, fashioned on four likert rating scale; Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)

The research instrument was validated by two experts in test and measurement. The reliability of the research instrument was determined through, test-retest method at two weeks interval. 0.69 coefficient reliability was obtained, which made the research instrument to be adjudged as good enough for the study by the researchers. Data generated on the research questions were analysed, using, inferential descriptive statistics (frequency counts, simple percentages and means).

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results

Research Question One: Does Covid-19 Pandemic Affects Attendance of in clientele at literacy programme attendant of Ondo State Nigeria?

Table 1: Showing Frequency Counts, Simple Percentages and Mean on Does covid-19 Pandemic Affect clientele attendance at Literacy Programme of Ondo State Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
1.	Clientele were coming to Literacy centre during covid-19 pandemic era	120	52	18	10	1.5	Rejected
		60%	26%	9%	5%		

2.	Clientele were not coming to school during Covid-19 pandemic era in Ondo State	14 7%	14 7%	42 21%	130 65%	3.4	Accepted
3.	Clientele did come to school whenever, they fact during Covid-19 pandemic era	10 5%	16 8%	62 31%	112 56%	3.3	Accepted
4.	Clientele permanently stayed at home during the Covid-19 pandemic era	12 6%	20 10%	23 11.5%	145 72.5%	3.5	Accepted
Total		156	102	145	397	2.9	Accepted
		19.5%	12.7%	18.1%	49.6%		

Table 1, shows the result on research question one which states that does covid-19 pandemic affected clientele attendance in literacy programme of Ondo State, Nigeria; on item (1), the following responses were obtained; 10 (5%), 18 (9%), 52 (26%) and 120 (60%) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (2), 130 (65%), 42 (21%), 14 (7%) and 14 (7%), obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (3), 112 (56%), 62 (31%), 16 (8%) and 10 (5%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (4), 145 (72.5%), 23 (11.5%), 20 (10%) and 12 (6%) among the respondents responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. Generally, the results shows that covid-19 pandemic affected clientele attendance in Literacy programme centres of Ondo State . Since, the average of rating scale of four is ($\bar{x} = 2.5$) is lesser than the average of rating scale of four ($\bar{x} = 2.9$).

Research Question Two: Does Covid-19 Pandemic has Effects on Psychological Stability of Clientele of Literacy programme in Ondo State, Nigeria?

Table 2: Showing frequency results, simple percentages and mean on does covid-19 pandemic has effects on psychological stability of clientele of Literacy programme in Ondo State, Nigeria

S/N	Items	SD	D	A	SA	Mean	Remark
5.	The covid-19 pandemic created anxiety for clientele learn	6 3%	10 5%	42 21%	142 71%	3.6	Accepted
6.	The covid-19 pandemic created no fear on clientele	110 55%	52 26%	23 11.5%	15 7.5%	1.7	Rejected
7.	Clientele did exercise worry to learn with their colleagues	2 1%	14 7%	62 31%	112 56%	3.3	Accepted
8.	Clientele permanently stayed at home during the covid-19 pandemic era	12 6%	20 10%	23 11.5%	145 72.5%	3.5	Accepted
9.	Covid-19 pandemic made Clientele to be tensive in class	4 2%	5 2.5%	56 28%	135 67.5%	3.6	Accepted
10.	Covid-19 pandemic did not create any tension for clientele	140 70%	26 13%	23 11.5%	11 5.5%	1.5	Rejected
Total		384	160	202	454	2.5	Accepted
		32%	13.3%	16.8%	37.8%		

Table 2, above shows the findings on research question two which states that does covid-19 has effects on psychological stability of students for learning. On item (5), the following responses 142 (71%), 42 (21%), 10 (5%) and 6 (3%) were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (6), 15 (7.5%), 23 (11.5%), 52 (26%) and 110 (55%) for strongly agreed, agreed, disagreed and strongly disagreed as responses. On item (7), the respondents' responses obtained were; 142 (71%), 42 (21%), 14 (7%) and 2 (1%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), the following responses were obtained, 9 (4.5%), 16 (8%), 53 (26.5%) and 122 (61%) for strongly agreed, agreed, disagreed and strongly disagreed.

On item (9), 135 (67.5%), 56 (28%), 5 (2.5%) and 4 (2%) for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (10), 11 (5.5%); 23 (11.5%), 26 (13%) and 140 (70%) as responses for strongly agreed, agreed, disagreed and strongly disagreed. Generally speaking, since the average of rating scale of four ($x = 2.5$) is not greater than the mean of average of rating scale of four, this indicates that covid-19 pandemic has effect on emotional psychological stability Biology clientele in literacy programme of Ondo State Nigeria.

Research Question Three: Does Covid-19 pandemic truncate Literacy Programme Session during the period in Ondo State, Nigeria?

Table 3: Showing Frequency Counts, Simple Percentage and Mean on Does Covid-19 Truncate Literacy programme Session of Ondo State, Nigeria

S/N	Items	SD	D	A	SA	Mean	Remark
11.	During Covid-19 pandemic, Literacy centres schools were totally closed down	8 4%	16 8%	23 11.5%	153 76.5%	3.6	Accepted
12.	During Covid-19 pandemic literacy activities were skeletally down	156 78%	18 9%	16 8%	10 5%	1.4	Rejected
13.	Clientele and staff didn't come to literacy centre during Covid-19 pandemic	6 3%	12 6%	24 12%	158 79%	3.6	Accepted
14.	Clinetele and staff were always come to literacy centre during the Covid-19 pandemic	142 71%	35 17.5%	12 6%	11 5.5%	1.4	Rejected
Total		312 39%	81 10.1%	75 9.3%	332 41.5%	2.5	Accepted

Table 3, shows the findings on research question three. On item (11), the following responses were obtained ; 153 (76.5%), 23 (11.5%), 16 (8%) and 8 (4%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (12), 10 (5%), 16 (8%), 18 (9%) and 156 (78%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (13), 158 (79%), 24 (12%), 12 (6%) and 6 (3%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (14), 11 (5.5%), 12 (6%), 35 (17.5%) and 142 (71%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed.

Discussion of Results

The findings on research question one shows that Covid-19 affect clientele attendance at literacy centres. This aligns with the opinion of Donally (2020) that one of the negative effects of coronavirus is a high level of students' irregularity in schools, both at formal and non-formal settings or form of education

Also, the findings on research question two also indicated that Covid-19 pandemic has negative effect on clienteles emotional and fitness in school. This also buttress the submission of Ihekweazu (2020), opinion that many clientele contacted the covid-19 pandemic, thus, made them very unfit for their studies.

The results on research question three shows that Covid-19 pandemic has a devastating destruction effect on schools' calendar. Hence, the average of rating scale of four ($x = 2.5$) is not lesser than the mean of average rating scale of four ($x = 2.5$). This result was buttressed by Donally (2020), that globally, Covid-19 pandemic affected the school programme including literacy programme of Ondo State, Nigeria.

Conclusion

Based on the findings of the study, conclusion were made that Covid-19 has negative effects on clienteles' attendance in programme, psychological stability of students (fear, anxiety and worries). Also, that Covid-19 pandemic has influence negatively on Clintele study habit and readiness to learn at Literacy centres of Ondo State, Nigeria.

Recommendations

Based on the conclusions of the study, the following recommendations were made by the researchers

1. Government and other providers of Literacy programme should ensure adequate protection of Clientele and facilitator against covid-19 pandemic at the Ondo State centres of the program.
2. Clientele should be educated on preventive strategies they can made by themselves against Covid-19 pandemic. This could be achieved through media and personal contact.
3. Government should put up compliance monitoring unit in the Ministry of Education to ensure compliance with government directives on protection of covid-19 pandemic in all its educational sector both formal and informal setting.
4. Facilitators should comply with social distance order or directive of the government.
5. The Managers of Literacy programme should ensure that clientele comply with rules and regulations on Covid-19 pandemic and vaccines should be made available at the literacy programme centre of Ondo State, Nigeria.

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