

CHAPTER FIVE

Evaluation of Impacts of COVID–19 on Educational System of Oyo State, Nigeria**Joseph Olusola FEHINTOLA**Dept. of Guidance and Counselling,
University of Ibadan, Ibadan, Nigeria**Abstract**

Evaluation of impact of COVID-19 challenges in Oyo state on educational system is the focus of this paper. There are diverse reasons for the essence of evaluation of this pandemic; however, the major reason is to document it for future generation. This study therefore, evaluated the impacts of COVID-19 pandemic on educational system of Oyo state, Nigeria as a whole. The study was conducted using telephone inquiry and 315 participants were used for the study. Those who completed the interview were 307 and 174 (56.6%) males and the rest 133(43.4%) were female respondents. The scale comprises 17 items measuring impacts of challenges of COVID-19 on the education system in Oyo state on a four-point scale: Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2 and Strongly Disagree (SD =1). Completing the challenges of COVID-19 on education system in Oyo state questionnaire requires about 10 to 20 minutes. The instrument was pilot-tested by the researcher for validation using fifty (50) participants with 25 female and 25 male participants in Abeokuta in Ogun State. Cronbach alpha of .86 was obtained in the pilot study. Some of the challenges of COVID-19 on Oyo state educational system, Nigeria are: It has 17 items among which are (i) Lockdown holiday is enjoyable (ii) I have been thinking of damages that will occur to some of the learning materials (iii) I feel relaxed while in school (iv) Life in school is exciting to me. (v) Some of school workers are on told hardship as results of not being able to sell their goods and get money to spend. Other challenges are on local economies, and lack of access to technology, distance learning education, childcare, student learning outcome and effect on social and economic cost as a result of lockdown order, side effect on teaching and non-teaching staff, and evasion of night maunders on campus and finally the death of some students due to CORONA Virus. Based on these findings it was concluded that COVID-19 had significant impacts on educational system in Oyo state, Nigeria.

Keywords: Evaluation, Impact, COVID-19, Educational System, Education Stakeholders

Introduction

In early March 2020, all schools starting from Nursery, primary, secondary and tertiary institutions approximately 1.268 million learners (Bureau of statistics monitoring, 2020) are currently affected due to school closures in response to the pandemic. According to Bureau of statistics monitoring (2020), 36 states in the Nigeria including Federal Capital Territory are currently implementing nationwide closures. On 23 March 2020, University Tertiary Examination being conducted by JAMB, University, Polytechnic and College of education Placement Exams have been canceled. In addition, West African Examinations Council that is conducting Senior School Certificate Examination released a statement announcing the postponement of SSCE, “O” Level, for the May/June 2020 series across all country. Calendared assessments, notably high-stakes

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examinations that determine admission or advancement to new education levels and institutions, are thrown into disarray when schools close. Strategies to postpone skip or administer examinations at a distance raise serious concerns about fairness, especially when access to learning becomes variable. World Health Organisation (WHO) (2020), said that the disruptions to assessments results in stress for students and their families and can trigger disengagement. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to COVID-19 have shed light on various social and economic issues, to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

In response to school closures, many respondents recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. In response to the pandemic, many schools moved to online distance learning via platforms like Zoom. The Organisation for Economic Co-operation and Development has created a framework to guide an education response to the COVID-19 Pandemic for distance learning. The problem of CORONA Virus started suddenly from China until it was declared a pandemic. All of a sudden it spread to many Asia countries, Europe and finally to Africa and all other continents of the world. Therefore, the researcher is interested in study the impact of it on Nigeria educational system. The idea behind it is to enable planning ahead of future occurrence of such natural disaster. Hence, the purpose of this study is to evaluate the impact of Covid-19 challenges in Oyo state on educational system (WHO, 2020).

Purpose of the Study: The aim of this paper is to know the impacts of COVID-19 vis-à-vis the lockdown order which led to closure of school on Nigeria educational system. The specific aim are to determine impact of school closures on student learning, provide information on criteria frequently used when closing a school.

Participants

All education stake holders in Oyo state about five thousand six hundred and forty (5,640) are the potential participants in this study, with a telephone connected and the telephone number of friends and colleagues in university of Ibadan, Federal College of Education, Oyo and Alayande College of Education Oyo. Some primary and Secondary school teachers were also participants, staff of Ministry of Education in Oyo state were used for the study and finally some selected students in tertiary institution in Oyo state and students in Secondary schools were used for the study. Parents of some students were also used for the study. Telephone numbers were selected randomly from the researcher's phone contacts. There were no replacements for non-contactable persons. A sample of 315 was drawn of which 307 participants' responses were made used, losses occurred due to

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network problem by not hearing the participants well. From the eligible sample of 307, completed interviews were conducted with 174 persons, (56.6%) were male and the rest 133(43.4%) were female.

Measures

Respondents provided information about their experience during this COVID-19 and how it affects the educational system in Oyo state, Nigeria, which was measured using the research instrument prepared by the researcher on Impacts of COVID-19 on Educational system in Oyo state, Nigeria. Populace comprising seven items which require respondent to indicate to what extent they agree or disagree with the statement on a two-point scale. The instrument has about 8 different sections. These subscales were chosen to reflect the impacts of COVID-19 on school facilities, local economies, and lack of access to technology, distance learning education, childcare, student learning outcome and effect on social and economic cost, effect on teaching and non-teaching staff and evasion of night maunders on campus which have been consistently identified as integral aspects of impacts of the Corona Virus lockdown in Nigeria educational system. The instrument was trial tested for factor analysis, reliability and validity analysis and it was found to have validity coefficient of 0.86.

Procedure

In carrying out this survey study the researcher introduced himself to the individual participants of each selected telephone number. The researcher informed people of the purpose of the survey and indicated that they could expect a telephone call within a defined time frame. Before the conduct of the main survey, the questionnaire was pilot tested (n = 50) and where appropriate, wording was amended slightly. The results of pilot test were used in this study because the presentation of the whole results is not part of this study.

Research Question

Only one research question is set to guide this study: (i) What are the Impacts of COVID-19 on Oyo state educational system as perceived by the respondent's residence in Oyo state, Nigeria?

Results

The outcomes of the findings are discussed below.

Research Question: What are the Impacts of COVID-19 on Oyo state educational system as Perceived by the respondents' residence in Oyo state, Nigeria?

This research question was answered using frequency counts with the data obtained from the respondents.

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Table 1: Frequency Counts Showing the Impacts of COVID-19 on Oyo State Educational System

Impacts of COVID-19 on Oyo state educational system	Agree	Disagree
Wastages and redundancy of school facilities	301(92.4%)	6(7.6%)
Impacts of COVID-19 on local economies	289 (88.7%)	18(11.3%)
Lack of access to technology	277(85.0%)	30(15%)
Distance learning education as the only option on school closure	300(92.1%)	7(7.9%)
Childcare issue	305(93.6%)	2(6.4%)
Students learning outcome	292(89.6%)	15(10.4%)
Effect on social and economic costs	196(60.2%)	111(39.8%)
Effects on teaching and non-teaching staff	298(91.5%)	9(8.5%)
Effects on evasion of night maunders	279(85.7%)	28(14.3%)

It was discovered that the following among others were the impacts of COVID-19 on Oyo state educational system in Nigeria as shown in the table above: school facilities, local economies, and lack of access to technology, distance learning education, childcare, student learning outcome and effect on social and economic cost, effect on teaching and non-teaching staff and evasion of night maunders on campus. All the above-mentioned factors are the impacts or challenges of COVID-19 on Oyo state educational system in Nigeria.

Discussion of Findings

In Nigeria, the President closed all schools throughout the country until further notice including children's daycare facilities. According to NPE (2020), primary or elementary education typically consists of the first six years of formal education. Kindergarten is the first-time children participate in formal education. The Joint Admission and Matriculation Board (JAMB) and West African Examination Councils (WAEC) cancellation of its Entrance Examination and General Certificate of Education scheduled between 30 March and May 2020, reportedly affected more than 200,000 students nationwide. The respondents stated that it would be better if WASSCE could award candidates their certificates based on "their coursework" and "the established assessment expertise, rigor, and quality control already built into the programme. Tertiary education, also known as higher education, refers to the non-compulsory educational levels that follow completion of secondary school or high school (NPE, 2020). Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees. Undergraduate education is education conducted after secondary education and prior to post-graduate education, for which the learner is typically awarded a bachelor's degree. Students enrolled in higher education programs at polytechnics, Monotechnic, colleges and universities are often referred to as "polytechnics, college and university students" in Nigeria. The closure of these schools has widespread implications for students, faculty, administrators, and the institutions themselves and even the government at the three levels. Because the budgets set aside for the staff and students for this year become wasted in that students will not pay another tuition fee for next year, the money for the accommodation cannot be collected again for the period in which the students are not around to enjoy the money paid for these facilities. It means that for this period of

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lockdown the hostel accommodation is not fetching the management any money. Also the staffers are being paid for the work not done.

Local economy is that which is carried out within a given country (Aderinto & Abdullahi, 2007). Thus, all business transactions that are carried out between people resident in Nigeria fall under local trade. When goods are bought from Lagos and sold in Ibadan, such trade leads to local economies. In Nigeria, Primary and Secondary schools, Polytechnics, colleges of Education and universities operate as "mini-cities" which generate significant revenue for individuals, companies, School authorities, states, and regions. For example, University of Ibadan population in 2019 was about thirty thousand (30,000) both undergraduate and postgraduate students regardless of academic and non-academic staff of about five thousand (5,000) in number. The typists, photocopiers, food vendor, snacks and soft drink sellers, provision sellers they are all making their daily bread on campus, however, since the closure or the lockdown order in the state all of them have stop selling and their livelihood had come to halt making them miserable and vulnerable, and those who rented apartment at the beginning of the session could not collect it back neither do they make use of the place. All the goods bought are locked up there pending the time the school will reopen and some of these goods have time shelves when it cannot be consumed again. All these go a long way to affect the local economies. The set of these workers are economically non-productive for the time when COVID-19 lockdown last.

The students all have been sent home; the hostel accommodation is lying fallow without anybody utilizing it. All the staff that are working in the book shop and all other staff both academic and non-academic are at home not doing anything leaving them economically wasteful. The electricity supply to the campus and water supply to campus are all economically wasteful because there is no one to make use of those facilities now. The buses, Cabs, tricycle and motorcycle being used as shuttles are lying fallow due to lockdown effects of Corona Virus, perhaps before the resumption of work some technical faults might have occurred to these automobiles like batteries, flat tyres, fading of colours on the vehicles, etc. considering these effects, the factors if quantified monetarily may amount to ₦1.58 million over a year, which could have been invested in developing the local economies. The students that are living off-campus do spending a lot of money on transportation to their various campuses. College, Polytechnic and university closures have a domino effect on economies with far-reaching implications. Respondents noted that "local hotels, restaurants, cafes, shops, car rental agencies and other local businesses obtain a significant share of annual revenue from graduation week and college reunions activities, these communities will suffer a lot of economic damage if the colleges remain closed for COVID-19. Neighbouring and surrounded areas which rely on college students to support the local economy and provide labour to local businesses are especially impacted by school closures and the exodus of students from campus.

Lack of access to technology or fast, reliable internet access can prevent students in rural areas and those from disadvantaged families from the virtual learning opportunity. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. In response to school closures caused by COVID-19, the respondents recommend the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. To aid in solving the problems of COVID-19 on the educational sector,

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respondents suggested the use of internet and use of social media. The major problem with this method is that majority of towns and villages where these students come from are not on the national electricity grid and some students are without internet at home, this increases the difficulty of keeping up with distance learning. Fehintola (2011), asserted that majority of the students that reside in the cities and some towns are not buoyant enough to the extent of being able to buy computers be it desk top or laptop. In some cases where students are capable to get laptop or desktop computer some are not buoyant enough to buy data. And students cannot even ask for money for data from their parents because parents are living from hand to mouth. It is not uncommon to hear parents willing to sell their belonging during the lockdown so as to get what the family will eat. Some families who do not have what to sell are ready to offer themselves for money so as to feed their children. For such parents, the children cannot even afford to ask for money to buy data. Lack of limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study. Some of the postgraduate students that have one re-agent or the other to observe inside fridge could not do it again due to lockdown order. Most of the already commenced scientific experiments had to be halted, thereby resulting in a loss for the students involved.

Accordingly, Fehintola (2014) opined that if you cannot see a student's face, it is impossible to tell if they understand the material. Consider interactive elements such as short quizzes. Students might also miss on-campus social interaction, so it helps to engage them with opportunities to talk to one another during a live session. Research suggests that almost every student experienced some type of 'performance penalty' — they earn a lower grade than they might have otherwise, or fail to complete the course — when they switch to remote learning, even under the best circumstances, it's worse for the most vulnerable students." To identify those students, instructors can ask whether class members have adequate Wi-Fi and access to devices, and how concerned they are about the transition to online learning. The most successful virtual teachers conduct frequent assessments, and check in by phone, text or e-mail with each student — most often with those who are struggling.

School closures put a blessing in disguise on parents and guardians to provide necessary childcare and manage their children as they like. Because working parents often leave children alone when schools close and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse. "The issue of time regulations where parents have to shuttle between work and their parental duties has been reduced during the lockdown. Parents now have ample time with their children; particularly with the babies". Awoyemi & Fehintola (2008) asserted that majority of Daycare centres are not taking care of the babies as expected. Majority of them will not give food when they suppose, they will not attend to the children as expected, some do not have time as expected to the extent that the peers do inflict bruise on one another. Some children at times come home with broken hands, legs and different grade of injuries. According to Fehintola (2009), some children will fall sick without being attended to and if at all the kind of care given may not be adequate and appropriate. But with the pandemic lockdown effect the mothers have time to attend to their children. The mothers are able to feed their children with good food they could afford at appropriate time, since nutrition plays a critical role in cognitive development and academic performance for children. There is no way we can liken the care to be giving by the mothers to the

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one the children are to receive in the day care centers (Nwagwu & Fehintola, 1999). Therefore, the lockdown order provides ample chance for the mothers to cater for their children.

School closures negatively impacted student learning outcomes. According to Fehintola, J.O. (2013), schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. Many months and years are lost due to closure of schools making the time and year of planned graduation not realistic. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources, while children whose parents are illiterate will not even have any opportunity of such. Students gain slower during school closures than in a business-as-usual academic year. Student drop-out rates tend to increase as an effect of school closures due to the challenge of ensuring all students return to school once school closures ends. Some students will not be able to return to school due to pregnancy as a result of sexual abuse. It is a challenge to ensure children and youth return and stay in school when schools reopen after closures. This is especially true of protracted closures and when economic shocks place pressure on children to work and generate income for financially distressed families. Many may not be able to resume as a result of fallen a prey into the hands of ritual killers and kidnappers. When schools shut down, early marriages increase, more children are recruited into militias, sexual exploitation of girls and young women rises, teenage pregnancies become more common, and child labour grows. This is especially true of protracted closures. Disadvantaged, at-risk, or homeless children are more likely not to return to school after the closures are ended, and the effect will often be a life-long disadvantage from lost opportunities. Schools are also hubs of social activity and human interaction. When schools are closed, many children and youth miss out of on social contact that is essential to learning and development.

School closures carry high social and economic costs for people across communities. Their impact however is particularly severe for the most vulnerable and marginalized boys and girls and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of their lives (Gilbert, Pullano, Pinotti, Valdano, Poletto, and Boelle, 2020). These include: Health-care workers with children cannot easily attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis.

The university teaching staffs are learning very fast. Some university teachers who cannot boast of use of technology for teaching and learning process are now learning very fast. Sullivan, Strickland, and Howard (2020) said that at the inception of lockdown order due to COVID-19 pandemic the only way and means to keep the learners busy and to be teaching them is to resort to the use of technology in teaching the students. Therefore, teachers who do not have adequate knowledge of teaching via technology, internet, television and radio stations have to seat down to learn this skill so as to be compliance to the situation they found themselves. Many conferences where the teaching staff needs to attend to update themselves are not possible due to COVID-19 pandemic. Some of these conferences were conducted using zoom, social media, virtual

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conferencing and YouTube as means of carrying out academic and non-academic conference. Both the teaching and non-teaching staff are now relaxing and free of excess work load and as a result for now there is nothing like heart attack and drop dead as it used to be when school was not closed. Some of the teaching staff are now busy facing research and publication as parts of the duties of teaching staff in tertiary institutions which as to do with teaching, research and publication and community service. Lecturers are resilient in preparation towards the reopening of the schools as the teaching staff would not like to keep on repeating the former lecture note.

Majority of our higher institutions and secondary schools are now turning to be the den of robbers. Majority of the hostel properties, laboratories properties, classrooms and lecture rooms properties had been carted away by night maunders. By the time school reopen the management and the government will face the problem of replacement of these properties and if not done on time could lead to delay in doing the appropriate things. Some of the campus have turned to be a place where robbers hide themselves in the day before going out in the night making the school authorities believe that the robbers are likely to be some of the students who were asked to go home but vacated the school and did not return home as a results of school closure due to COVID-19 pandemic.

Conclusion

The researcher concludes that all the challenges discussed in this paper like, wastages and redundancy of school facilities, local economies, and lack of access to technology, distance learning education, childcare, student learning outcome and effect on social and economic cost as a result of lockdown order, side effect on teaching and non-teaching staff, evasion of night maunders on campus and finally the death of some students due to CORONA Virus are the impacts of COVID-19 pandemic on Oyo state educational system as a result of closure of schools and which is borne out of lockdown order.

Suggestions

- (i) The Federal and State Governments needs to make sure that there is power supply throughout the day to make sure that the learners have access to electricity to enable them participate on online teaching-learning process.
- (ii) As parts of palliative measures, the government at the federal, state and local government in conjunction with service providers should make data available and free for students to enable the learners to browse shoves and participate on online teaching-learning process.
- (iii) Those who are recruiting teaching staff for institutions should make sure that they recruited computer literate, technological skills and socio media compliance and those who are on the job should be trained to be computer literate, to possess technological skill and be social compliance.
- (iv) Government at various level and the education stake holders should provide laptops to the learners to enable them participate in online teaching-learning process.

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