



Effect of COVID-19 Schools Lockdown on Academic Programme of Tertiary Institutions in Kebbi State

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ABSTRACT

The COVID-19 pandemic has significantly disrupted educational systems worldwide, and Kebbi State in Nigeria is no exception. A survey research design was adopted for this study. This research work was carried out in Some Selected Tertiary institutions in Kebbi State, Nigeria. There are a total number of five (5) Institutions in the area of study. Out of the entire teacher population, (80) teachers were sampled because of the school close down problem. A structured questionnaire, titled the 'Effect of COVID-19 Schools close down on academic programme of Tertiary Institutions in Kebbi State Questionnaire' (ECSCDAPTIKBO) was used for obtaining information for the study. Simple random techniques were used to select the sample size. The reliability of the instrument was determined through the test re-test method. Data collected were analyzed using simple percentage. Result collected revealed that 80 (100%) of the respondents strongly agreed that COVID-19 Schools close down would affect the academic programme of Tertiary Institutions in Kebbi State; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of many examinations reduction in investment on education; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of teaching and learning in various Institutions; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of the Institutions. The paper recommends that the Minister for higher education should direct all the institutions administrators to come up with strategies to cover up their Curriculum gap created as result of the COVID-19 luck down.

Keywords: Effects, COVID-19, Academic programme, Schools Close Down, Kebbi, Nigeria.

Introduction

describes higher education as the post-secondary portion of the national education system, which consists of universities, polytechnics, and colleges of technology, as well as courses offered by colleges of education, correspondence colleges, advanced teacher training programs, and other possible affiliates. Higher education, according to, refers to a system that reproduces the majority of the skilled professionals needed in the labor market and embraces a large portion of the nation's research capacity. Thinks in this way about higher education. All tertiary level organized learning and training activities are considered to be a part of higher education.

This comprises traditional universities, as well as those with traditional faculties of arts, humanities, and sciences, in addition to specialized universities, such as those with a focus on technology, engineering, science, or agriculture. Post-secondary educational establishments like polytechnics and colleges of education are also included. "Higher Education" refers to any type of professional institution that draws students from the pool of individuals who have successfully completed secondary school education. This includes institutions in the military, police, nursing, veterinary care, forestry, agriculture, catering, tourism, secretarial services, and other potential program combinations. Even this wide spectrum does not exhaust the possibilities of forms of Higher Education, such as non formal higher education. Indeed, any situations in which mature persons are organized forbuilding up their knowledge and skills, to apply knowledge to the analysis and search for solutions to life problems (Ehrenberg & Smith, 2018).

The World Health Organization (WHO) attributes the corona virus family to a range of illnesses, including the common cold and more serious ailments like severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS). These viruses first infected humans after spreading from animals. Humans, for instance, contracted MERS from a specific type of camel, while they contracted SARS from civet cats. Many corona viruses that are known to be active in animals but have not yet infected humans exist. Corona is the Latin word for crown or halo, and this is where the term "corona virus" comes from. When examined under an electron microscope, the appears to have a solar corona surrounding it. SARS-CoV-2, the new corona virus, was identified by Chinese authorities on January 7. It's a new strain that has never before been discovered in humans. Although human-to-human transmission has been confirmed, not much is understood about it (Zhao et al., 2020). Chinese health officials think the virus most likely started in a seafood market in Wuhan, China, where illicit wildlife trading also occurred, even though the virus's exact origin is still unknown. On February 7, Chinese researchers disclosed that since pangolins are highly prized in Asia for their culinary and therapeutic qualities, it's possible that the virus got into humans through the illegal trade in the animal. According to research, bats or snakes may be the virus's main hosts. Fever, cough, dyspnea, and shortness of breath

are all considered signs of infection by the World Health Organization. More severe circumstances could lead to multiple organ failure, pneumonia, or even death. It is currently estimated that the incubation period, or the time between infection and the onset of symptoms, is one to fourteen days. The majority of infected people develop symptoms in five to six days. However, those who carry the virus may also be asymptomatic, meaning they show no symptoms at all (Study & Report, 2021).

The new corona virus has killed far more people than the SARS outbreaks that occurred in 2002 and 2003, both of which started in China. Approximately 9% of those infected with SARS died, accounting for almost 800 deaths globally and over 300 in China alone. One-third of those infected died from MERS, which was more deadly despite not spreading as quickly. As of April 4, COVID-19—a highly contagious respiratory disease brought on by the corona virus—had claimed the lives of over 60,000 people globally. More than one million people have tested positive for COVID-19, according to data from Johns Hopkins University (Study & Report, 2021).

The WHO reports that although the new corona virus is more common than SARS in terms of cases, the mortality rate is still much lower, at about 3.4%. Global scientists are working feverishly to create a vaccine, but they have cautioned that it is unlikely to be ready for widespread use before 2021. Since the formal declaration of the pandemic was made in 2005, there have been five global health emergencies: Ebola in 2014, Zika in 2016, polio in 2014, swine flu in 2009, and Ebola again in 2019 (Ajazeera, 2020). As of April 4, COVID-19—a highly contagious respiratory disease brought on by the corona virus—had claimed the lives of over 60,000 people globally. More than one million people have tested positive for COVID-19, according to data from Johns Hopkins University. Nations from all over the world are frantically trying to stop the corona virus pandemic from spreading. The WHO declared the COVID-19 outbreak to be a pandemic on March 11, adding to the alarm that it was a worldwide health emergency on January 30. At the moment, COVID-19 is present in 200 countries worldwide, including Nigeria. Countries across the World have in quick succession announced the closure of their schools and universities for a minimum of two weeks or one month in order to contain the spread of the COVID-19 virus which has been declared a global pandemic by the World Health Organization. But authorities in many of the countries acknowledge that closures could last much longer. The closures came thick and fast this week after the number of cases began to rise several weeks after countries in North East Asia including Japan, South Korea, Singapore and China – where the virus originated (Zhao et al., 2020).

School Programme:

School Program: These are the initiatives undertaken by Kebbi State's tertiary institutions to fulfill the purposes for which they were established. All of the academic and extracurricular activities that schools do to help them achieve their main goals are collectively referred to as the "school program." Both academic and non-academic programs are offered at the school. Teaching and learning, examinations, and extracurricular activities are all part of the academic programs offered by Nigerian tertiary institutions. The purpose of these programs is to help the schools accomplish their goals.

Every academic year, Nigerian tertiary institutions hold two sessions of their programs. the first test of the semester. Universities required at least eight semesters for degree programs, while polytechnics offered ND programs in four semesters (Kupari et al., 2006)..

There are limited publications and papers on the effects of COVID-19 Schools close down on academic programme of tertiary institutions. The available ones include that of Wikipedia (2020) who submitted that the 2019–20 corona virus pandemic has affected educational systems worldwide, leading to the widespread closures of schools and universities. As of 3 April 2020, over 421 million learners were out of school due to school closures in response to COVID-19. According to UNESCO monitoring, over 200 countries have implemented nationwide closures, impacting about 98% of the world's student population. On 23 March 2020, Cambridge International Examinations (CIE) released a statement announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations for the May/June 2020 series across all countries. International Baccalaureate exams have also been cancelled. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is tracking the impact of the pandemic on education. As of March 30, they estimate that 87 percent of the world's students—that is 1.5 billion learners—have been affected by school closures. The bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and tertiary education levels. More than 180 countries have shut school doors nationwide, while others have implemented localized school closures. UNESCO's figures refer to learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education as well as at tertiary level. 1,379,344,914 students or 80 percent of the world's learners are now being kept out of educational institutions by country-wide closures. Another 284 million learners are being affected in some way by closures at a localized level, such as those seen in U.S. states like California and Virginia. 138 governments have now ordered country-wide closures of their schools and universities (Jacob, 2020).

Three-quarters of American colleges and universities have reported that COVID-19 has had a negative effect on recruitment this year, according to the Institute of International Education. It's crucial to remember that 370,000 of the 33.7 percent of foreign students studying in America are Chinese. The economies of Australia, New Zealand, and Canada have already been impacted by the decline in Chinese student enrollment..

Problem Statement

The outbreak of the corona virus disease (COVID-19) pandemic in Nigeria has raised people's stress and anxiety levels. In contrast to other cases we've seen in this nation, this one has severe signs and symptoms and is highly contagious. Therefore, it is impossible to overstate the impact of the COVID 19

school lock down on the academic program of tertiary institutions. Limited publications and papers exist regarding the COVID-19 pandemic's effects. Nineteen schools have closed their academic programs (Afolabi, 2020).

The ones that are currently available include Wikipedia's (2020) submission, which stated that the global corona virus pandemic of 2019–20 has impacted educational systems and resulted in the widespread closure of schools and universities. Over 421 million students were not in school as of April 3, 2020, as a result of school closures in response to COVID-19. Over 200 countries have imposed nationwide closures, which have a negative influence on approximately 98% of all students worldwide, according to UNESED monitoring.. The Federal Ministry of Education in Nigeria has overseen all has ordered all Nigerian educational institutions to close and let students return home as the number of COVID-19 cases reported has risen to (13) Thirteen. On March 19, 2020, the authorities informed reporters that the directives were a component of the nation's overall plan to stop the virus's spread. This study's justification follows. Additionally, closing schools has far-reaching effects on the economy and society in addition to having an impact on students, teachers, and families. Several social and economic issues have been clarified by it, such as student loan debt, digital learning, food insecurity, homelessness, and access to resources for children's health, housing, the internet, and disability services. The effect was more severe for disadvantage children and their families, causing interrupted learning compromised nutrition, childcare problems and consequent economic cost to families who could not work. In higher education many universities and College are replacing traditional exams with online assessment tools. This is a new area for both teachers, and assessments will likely have larger measurement error than usual. The careers of the 2019/2020 may be severely affected by COVID-19 pandemic. They have experienced major teaching interruptions in the final part of their studies, they are experiencing major interruption in their assessment and finally they are likely to graduate of the beginning of a major recession. School closures affect not only students, teachers and families but have far reaching economic and societal consequences. It has shed light on various social and economic issues, including students Debt, digital learning food insecurity and homelessness as well as access to children health care, housing internet and disability services. The effect was more severe for disadvantaged children and their families causing interrupted learning, compromised motion, child care problems and consequent economic cost to families who could not work. Also this justify the effects .

Research Questions

1. What are the specific impacts of COVID-19 school closures on the academic programmes of tertiary institutions in Kebbi State?
2. Did the COVID-19 school closures affect the academic programmes of tertiary institutions in Kebbi State, and if so, how?
3. What is the relationship between the COVID-19 lockdown and the educational programmes and performance of students in tertiary institutions in Kebbi State?
4. What are the overall effects of the COVID-19 lockdown on tertiary education in Kebbi State?

The aim of this research is to comprehensively analyze and understand the impact of COVID-19-induced school closures on the academic programmes and overall educational performance of tertiary institutions in Kebbi State, Nigeria, with the following objectives:

- The objective of this paper is to investigate the effects of COVID-19 school close down on the tertiary institutions academic programme in Kebbi State Nigeria.

- 2- To find out if COVID-19 schools close down has effects on the academic programme of Tertiary Institution.
- 3- To find out the relationship between the COVID-19 lock down and the educational programme as well as performance of Tertiary Institutions students.
- 4- To ascertain the effects of COVID-19 lock down on tertiary education

Methodology

Certainly, here is the revised methodology with the requested section replaced: A survey research design was adopted for this study. This research work was carried out in some selected tertiary institutions in Kebbi State, Nigeria. The total number of five (5) institutions were selected, they are Kebbi State Polytechnic Dakingari, Kebbi State University of Science and Technology Aliero, Federal University Birnin Kebbi, Adamu Augie College of Education Argungu, and Waziri Umaru Federal Polytechnic Birnin Kebbi. The total population of the study was 312 teachers in various institutions. Out of the entire teacher population, 80 teachers were sampled as this number is manageable. Simple random sampling techniques were used to select the sample size. A structured questionnaire, titled the 'Effects of COVID-19 Schools Close Down on Tertiary Institutions Academic Programme Questionnaire' (ECSCDTIAPQ) was used in obtaining information for the study. It is an open item questionnaire and is made up of two sections 'A and B'. Section A explained the rating scale and instructions to the respondents on how to fill out the questionnaire, while section B was organized in clusters based on the two research questions of the study. It contains 5 questionnaire items, and the response options with values assigned to them are: Strongly Agree (SA)...4; Agree (A)...3; Disagree (D)...2; Strongly Disagree (SD)...1. To ensure the face and content validity of the instrument, copies of the questionnaire were sent along with copies of the research questions and the purpose of the study to two experts in the Department of Educational Foundation, Kebbi State University of Science and Technology Aliero. They scrutinized the items in terms of clarity and adequacy in addressing the purposes and research questions. Their suggestions were used to produce the final draft of the questionnaire used in this study.

The reliability of the instrument was determined through the test re-test method. Ten (10) copies of the instrument were administered to ten teachers in kebbi state polytechnic Dakingari and after an interval of two weeks, the questionnaire was re-administered to the same teachers. The scores of the first and second administrations were correlated using Pearson Product moment Correlation Co-efficient statistic and the correlation co-efficient value

stood at 0.67 which was considered high enough to confirm the instrument reliable. Copies of the questionnaire were then administered by the researchers through an online medium. The researchers requested the email addresses of the teachers in their various institutions and they were informed of the study. They responded positively and were all sampled for the study. An e-questionnaire copy was sent to the various teachers through their email addresses and they replied back to the researcher's email. Data collected were analyzed using simple percentage (Kanya & Afolabi, 2023).

Result Analysis:

Research Question 1: Would COVID-19 Schools close down affected the academic programme of tertiary Institutions in Kebbi State?

Table 1 Responses on if OVID-19 Schools closed down would affect the academic programme of tertiary Institutions in Kebbi State

S/N	Items	Strongly Agree	Agree	%	Disagree	Strongly Disagree	%	Total
1	COVID-19 schools close Down would affect the academic programme of tertiary Institutions in Kebbi State	70	10	100	-	-	-	80

Research Question Two: What are the effects of COVID-19 Schools close down on the academic programme of Tertiary in kebbi State ?

Table 2 Responses on effects of COVID-19 Schools Closed down on the academic programme of programme of Tertiary in kebbi State.

S/N	The following are the effects of COVID-19 Schools close down on the academic programme of Tertiary Institutions in Kebbi State	Strongly Agree	Agree	%	Disagree	Strongly Disagree	%	Total
1	Suspension of examinations	61	19	100	-	-	-	80
2	Suspension of teaching and learning in the Institutions	72	8	100	-	-	-	80
3	Affects academic calendar	51	29	100	-	-	-	80
4	Suspension of all extra-curriculum activities in the institution	48	32	100	-	-	-	80

Result collected on table two item one reveals that 61 (88%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of Suspension of examinations while 19(12%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to suspension of examinations in tertiary Institutions reduction in investment on education.

Result collected on table two item two reveals that 72 (90%) of the respondents strongly agreed that suspension of teaching and learning in institutions, 8 (10%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that suspension of teaching and learning in Institutions.

Result collected on table two item three reveals that 51 (63.75%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of senior secondary schools, 29 (36.25%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has affected the academic calendar of senior secondary schools.

Result collected on table two item four reveals that 48 (60%) of the respondents strongly agreed that COVID-19 schools close down has led to the Suspension of all extra-curriculum activities in Senior Secondary Schools, 32 (20%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 Schools close down has led to the suspension of all extra-curriculum activities in the institutions.

Discussions of Result:

To find out if COVID-19 Schools close down has would affect the academic programme of Tertiary Institutions in Kebbi State:

Result collected on table one item one reveals that 66 (92.5%) of the respondents strongly agreed that COVID-19 Schools close down would affect the academic programme of Tertiary Institutions in Kebbi State. and 14(7.5%) of the respondents agreed COVID-19 Schools close down would affect the academic programme of the Institutions. This means that the majorities of the respondents agreed that COVID-19 Schools close down would affect the academic programme of the Institutions. This finding supported the discovered of Ade (2020) who found out that COVID-19 Schools close down has

affected the academic programme of the Institutions, because major examinations would be postponed. The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative (Simon & Hans, 2020).

To find out the effects of COVID-19 Schools close down on the academic programme of the Institutions:

Result collected on table two item one reveals that 61 (88%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of examinations reduction in investment on education while 19(12%) of the respondents agreed.

This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to suspension of examinations reduction in investment on education. This means that the majorities of the respondents agreed that COVID-19 Schools close down has effects on the academic programme of the institutions. This finding is in agreement of the submission of Simon & Hans, (2020) who observed that the closure of polytechnic, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled.

Result collected on table two item two reveals that 72 (90%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of teaching and learning in institutions in kebbi State, 8 (10%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to suspension of teaching and learning in tertiary Institutions in kebbi State. Missing classes as a result of COVID-19 schools down is not the best for the students. COVID-19 interruption will affect students learning. According to Carlsson et al. (2015), who considers a situation in which young men in Sweden have differing number of days to prepare for important tests, these differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills. The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e. 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence').

Result collected on table two item three reveals that 51 (63.75%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of tertiary Institutions in kebbi State, 29 (36.25%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down have affected the academic calendar of the Institutions. This result collected supported the view of Ade (2020) who concluded that, the institutions will suffer more because their entire academic calendar will be affected due to COVID-2019 pandemic school close down.

Result collected on table two item four reveals that 48 (60%) of the respondents strongly agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in the institutions, 32 (20%) of the respondents agreed. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in tertiary institutions in kebbi State.. This finding confirms the submission of Ade (2020) who observed that as a result of the COVID-19 pandemic and schools close down many Institutions have suspended their excursion plans to visit their organization for practical knowledge of what the students have been taught in their classes.

Result collected and analyzed revealed that:

= 80 (100%) of the respondents strongly agreed that COVID-19 Schools close down would affect the academic programme of Tertiary Institutions in Kebbi State;

= 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of the examinations reduction in investment on education;

= 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of teaching and learning in Institutions;

= 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of the Institutions and

= 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in the institutions,

Based on the findings, the researchers hereby recommends that:

= The Minister of education should direct all the institutions administrators to come up with strategies to cover up the teaching and learning gap created as result of the COVID=19 schools closed down

= The Schools administrators should ensure teachers develop strategies to cover all or atleast 75% of the curriculum before writing the examinations

= The government should provide all infrastructural facilities that will support online education in all the tertiary institutions in the State, to prevent any eventuality of future close down of the institutions because of pandemic.

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