

IMPACT OF COVID-19 LOCKDOWN ON ACADEMIC PROGRAMME AS PERCEIVED BY  
STUDENTS OF BAMIDELE OLUMILUA UNIVERSITY OF EDUCATION, SCIENCE AND  
TECHNOLOGY, IKERE EKITI

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Abstract

*The study investigated the impact of covid-19 lockdown on the academic programme as perceived by students of Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. A descriptive research design of the survey type was used for the study. The population of the study consisted of all students of Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti. The sample comprised 200 participants selected from the online collated data via a google form. A stratified random sampling technique was used to select 200 students from Faculty of Education by sending google form links to them. The face and content validity of the instrument was ensured through a consortium of experts. The instrument used for the study was tagged Questionnaire for students on the Impact of COVID-19 lockdown on the academic program in tertiary institutions in Ekiti State. The test-retest method was used to ensure reliability coefficients of 0.85 respectively. The data collected were analysed using descriptive and inferential statistics. The hypotheses were tested using correlation analysis and chi-square at 0.05 level of significance. The study revealed that COVID-19 has done a lot of havoc on the educational programme in Nigeria while the learning behaviour of many students has been modified. Many students encountered numerous challenges in operating the virtual learning applications during the lockdown. The study revealed that COVID-19 has a significant impact on the academic programme of tertiary institutions in Ekiti State and that Covid-19 has significantly affected students learning behaviour in Ekiti State Tertiary Institution. It was therefore recommended that institutions administrators should find ways of bridging the learning gap that has been created during the covid-19.*

Keywords: Covid – 19, lockdown, academic programme, impact.

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Introduction

Many Nigerians have found life miserable as a result of the coronavirus disease, which first appeared in August 2019 in Wuhan, China, and was dubbed COVID-19. COVID-19 claimed the lives of numerous people and separated them from their loved ones. The researcher observed that some individuals appear to be living in poverty in a country like Nigeria, which has over 250 million people. Many Nigerians have reported finding it tough to cope with the circumstances during the lockdown extension... Business, education, the economy, and other aspects of society were all affected by the pandemic. Some children have lost their fathers and mothers as a result of the virus, while others have become widows or widowers, and many have died as a result of the illness. In the same spirit, all educational institutions were closed, and traders were no longer able to go to the market as usual to conduct their business, but instead had to follow government orders.

Before the outbreak of pandemics, a lot had happened in the fight between ASUU, ASUP, and the federal government. In 2020, Nigeria's Tertiary institutions were on the verge of going on a total strike when a pandemic intervened to derail the planned strike. Consequently, during the total lockdown, students at tertiary institutions were found not to have the usual learning attitude to education. Rufai (2020) declared unequivocally that the world had been experiencing a learning crisis prior to the epidemic, which had continued to widen the gap between the two sides. He went on to say that poor

children only had access to inadequate education, which had the potential to further impoverish the beneficiaries. In countries with fewer resources, weaker economies, and, most importantly, more susceptible education systems, the ever-growing nature of inequalities is plainly discernible. The Federal Government ordered the closure of all university institutions, secondary schools, and primary schools across the country on March 21, 2020, as a result of the epidemic, and the total lockdown began on March 26, 2020. Following Federal Government directions on March 21, 2020, tertiary institutions, primary and secondary schools across the country were closed due to the coronavirus outbreak.

Students and lecturers in Nigerian tertiary institutions have experienced both positive and negative effects. Many students have been exposed to the operation of online learning in several tertiary institutions, and some professors' familiarity with the operation of e-learning has been greatly improved. In this aspect, coronavirus appears to have greatly aided the learning experience of certain lecturers and students who are unfamiliar with how to deliver instruction via an online or distance program. According to Agbele, Alaba, and Oyelade (2020), the relevance of online education cannot be overstated. If used properly, the Coronavirus Disaster could be useful to the education sector and result in a variety of unexpected effects. A large number of students can be taught at the same time by a single teacher via online teaching. However, online pedagogy has a number of obstacles,

including accessibility, affordability, flexibility, learning pedagogy, life-long learning, and unpredictable educational policy. The Covid-19 epidemic, on the other hand, has improved the technological orientation of both pupils and instructors in society. Toritseju (2020) The COVID-19 epidemic appear to have transformed digital and online education around the world, but children in rural and underprivileged regions in Lagos State, Nigeria, are falling behind because they lack the skills to adapt and transfer to new learning methods.

Many pupils are unable to deal with teaching and learning after the absolute lockdown was lifted, according to observations. Many students appear to have been carried away with their daily usage of social media, which has harmed their ability to think clearly. Furthermore, many pupils' reading gaps have been reported to be expanding as a result of students being with their parents when the school was closed. Youki Teriba (2020) stated that kids' amnesia of some of what they acquired in school is not a new phenomenon. Summer learning loss, on the other hand, differs significantly from pandemic-related learning loss: Summertime marks the end of official instruction, and all students lose learning at roughly the same rate. However, during the epidemic, education has been unequal, as some students have been able to fully participate in online learning while others have faced challenges, such as a lack of internet connectivity, that have hampered their development. Youki Teriba anticipated that pupils will lose

around three months' worth of reading gains and five months' worth of math advances on average.

Due to the global school closures caused by COVID-19 in the year 2020, educational systems all over the world are striving to provide kids with equal online learning opportunities. However, little is known about how different solutions are adopted or how effective they are. According to Simon and Hans (2020), the shutdown of all schools not only disrupts teaching and learning around the world, but also occurs during a critical assessment period, causing many exams to be postponed or canceled.

#### Statement of the Problem

The researcher observed that the emergence of the Coronavirus Pandemic (COVID-19) in the year 2020 seems to have a major impact either negatively or positively on Nigeria's educational system. Many students seem to have forgotten what they had learnt before lockdown while some lecturers could not get their full financial entitlement from both public and private institutions as a result of total lockdown. Many students are observed to have engaged in other illicit activities during the Covid-19 lockdown. Covid-19 is observed to have caused a serious interruption in academic activities and many institutions seem to have resorted to e-learning due to total lockdown. Many institutions appear to find it difficult to teach their students via e-learning during the pandemic because they seem to have

not been using it before. Observations have shown that some institutions that have decided to be teaching their students via audio-visual programs seem to have faced some challenges in reaching their students due to epileptic power supply, and poor internet connection. Also, some primary and secondary school students who have not been exposed to an e-learning environment before seem to have found it difficult to operate online learning while at the same time some parents perhaps do not have adequate skills in the operation of online learning. Covid-19 seems to have pushed some students to different online activities that have drained them away from their academic pursuits, many were fun of staying on the social media throughout the day while many appears to have turned to Yahoo Yahoo boys.

#### Purpose of the Study

The purpose of the study is to examine the impact of the COVID-19 pandemic on the academic programs as perceived by BOUESTI students.

#### Research Questions

1. What impact does COVID-19 and the Lockdown have on academic programmes in tertiary institutions in Ekiti State?
2. What is the learning behaviour of students in Ekiti State Tertiary Institutions during the covid-19 lockdown?

#### Research Hypotheses

1. COVID-19 will not significantly have an impact on the Academic programme of tertiary institutions?
2. Covid-19 lockdown will not significantly influence the learning behaviour of students

There is no significant relationship between the impact of Covid-19 and students learning behavior

#### Methodology

A descriptive research design of the survey type was used for the study. The population of the study consisted of all students of Bamidele Olumilua University of Education, Science and Technology. The sample comprised 200 participants selected from the online collated data via a google form. A simple random sampling technique was used in the study to select 200 participants in Ekiti State. The face and content validity of the instruments were ensured through a consortium of experts. The instruments used for the study was tagged Questionnaire for students on the Impact of COVID-19 lockdown on the academic programme in tertiary institutions in Ekiti State. The test-retest method was used to ensure reliability coefficients of 0.85 respectively. The data collected were analysed using descriptive and inferential statistics. The hypotheses were tested using correlation analysis and chi-square at a 0.05 level of significance.

#### Results

Research Question 1: What impact does COVID-19 has on Academic programme as perceived by BOUESTI students

Table 1: Impact of Covid-19 on academic programme as Perceived by BOUESTI Students.

S/N	Description	Agree	%	Disagree	%
1	New learning approach during Covid-19 and total lockdown	98	49	102	51
2	Suspension of internal and external examinations	101	50.5	99	49.5
3	Suspension of teaching and learning	152	76	48	24
4	Academic calendar	200	100		0
5	Suspension of all extra-curriculum activities in tertiary institutions	102	51	98	49
6	Disruption of academic activities	180	90	20	10

Table 1 indicates that 49% of the total respondents learnt new modern approaches for teaching and learning during the covid-19 lockdown while 51% disagree. 50.5% of the total respondents agreed that covid-19 caused suspension of internal and external examinations while 49.5% disagree. 76% of the total respondents agree that teaching and learning were suspended during the covid-19 while 49.5% disagree. On academic calendar, all the respondents agree that covid-19 affected the tertiary institutions' academic calendar. 51% of the

total respondents agree that covid-19 caused suspension of all extra-curriculum activities in the institution while 49% disagree. Item 6 revealed that 90% of the total respondents believed that covid-19 and total lock down has disrupted the academic. Therefore, the result shows that Covid-19 has a negative impact on the academic programme of students in BOUESTI.

Research Question 2: What is the learning behaviour of students during the covid-19 lockdown

Table 2: learning behaviour of Students during Covid-19 lockdown

S/N	Description	Agree		Disagree	
		Freq	%	Freq	%
1	I find it difficult to learn through online	124	62	76	38
2	My academic activities remain stand still during the total lockdown.	131	65.5	69	34.5
3	I find it difficult to cope with reading during the total lockdown	119	59.5	81	40.5
4	I find it difficult to cope with new modern teaching approach	143	71.5	57	28.5

5	Covid-19 has affected my reading habit	127	63.5	73	36.5
6	I cannot assimilate very well due to long vacation from school	145	72.5	55	27.5
7	I became inactive in reading during covid-19 lockdown	131	65.5	69	34.5
8	I prefer e-learning for teaching approach	80	40	120	60

Table indicates that 62% of the total respondents find e-learning difficult during the lockdown while 38% disagree. In item 2, 65.5% of the total respondents agreed that the academic activities remain stand still during the total lockdown while 34.5% disagree. Item 3 shows that 59.5% of the total respondents agree that they find it difficult to cope with reading during the total lockdown while 40.5 disagree. Item 4 revealed that 71.5% of the total respondents agreed that they find it difficult to cope with new modern teaching approach while 28.5% disagree. 63.5% of the total respondents agree that covid-19 affected their reading habit while 36.5% disagree. Item 6 revealed that 72.5% attest that they cannot assimilate very well due to long vacation from school while 27.5%

disagree. In item 7, 65.5% of the total respondents agree that they became inactive in reading during covid-19 lockdown while 34.5% disagree. Item 8 shows that 40% of the total respondents agree that they prefer e-learning for new teaching approach while 60% disagree. Therefore, the result shows that after covid-19 lockdown, many students find it difficult to cope with their learning. The reading habit of some students suddenly changed after the resumption from the covid-19 total lockdown.

#### Hypotheses Testing

Hypothesis 1: COVID-19 will not significantly have impact on Academic programme of tertiary institutions.

Table 3: Impact of Covid-19 on Academic programme

	Chi-Square Value	Df	P-Values	Decision
Pearson Chi-Square	30.420			
No. of Valid Cases	200	1	.000	Reject

The result indicates that covid-19 lockdown has a significant negative impact on the academic programme in tertiary institutions in Ekiti State. Pearson chi-square ( $\chi^2=30.420$ ,  $df=1$ ,  $p<0.05$ ) shows that covid-19 has a statistically significant

impact on the academic programme in tertiary institutions in Ekiti State.

Hypothesis 2: Covid-19 lockdown will not significantly influence learning behaviour of students

Table 4: Influence of Covid-19 on learning behaviour of students

	Chi-Square Value	Df	P-Values	Decision
Pearson Chi-Square	12.5			
No. of Valid Cases	200	1	.000	Reject

The result in table 4 shows that there is statistically significant negative influence of covid-19 on learning behaviour of students in tertiary institutions in Ekiti State. Pearson chi-square ( $\chi^2=12.5$ ,  $df=1$ ,  $p<0.05$ ). this shows that impact of covid-19 influence students' learning behaviour.

Therefore, covid-19 modified the behaviour of students during the lockdown.

Hypothesis 3: There is no significant relationship between the impact of Covid-19 and students learning behaviour

Table 5: Relationship between impact of Covid-19 and Students learning behaviour

Variable	N	Mean	SD	Df	R	P	Decision
Impact of Covid-19	200	8.1600	2.01362				
Learning Behaviour	200	10.9000	3.80822	198	.891**	.000	Rejected

$P<0.05$  level of significance

In Table 5, there is a significant positive relationship between the impact of covid-19 and the learning behaviour of students of tertiary institutions in Ekiti State ( $r=0.891$ ,  $p<0.000$ ). this implies that covid-19 significantly has an impact on the learning behaviour of students in tertiary institutions and will lead to change in the learning behaviour of students. The result shows that the p value is less than the significant level. therefore, the results did not support the stated null hypothesis and the null hypothesis was therefore rejected.

#### Discussion

The study revealed that the covid-19 lockdown seriously interrupts the institution's academic programme which shows a negative relationship with academic programe which invariably

affected the activities of the institutions both curricular and non-curricular activities. Slade et al., (2017) in Carolina, Spogmai, Thomas, Suguru, and Annika (2020) supported that research on past school closures indicates that any interruption in schooling, including regularly scheduled breaks, can result in a significant learning loss.

This finding is consistent with Simon & Hans' (2020) observation that school, college, and university closures not only disrupt teaching for students around the world, but also coincide with a critical assessment period, causing many tests to be postponed or canceled. Internal evaluations are perhaps viewed as less significant, and many have been canceled. Ogunmodede, Ogunlade and Ayinde (2021) affirmed that the retention ability of

students in tertiary institutions was dropped as a result of the total lockdown of all tertiary institutions due to the outbreak of coronavirus. The study found that many students seem to have forgotten what they have learned before the total lockdown.

The finding of the study revealed that the covid-19 lockdown has a significant negative impact on the academic programme of tertiary institutions in Ekiti State. The result agrees with the finding of Ogunode (2020) that Covid-19 would affect the academic programme of senior secondary schools and that the academic programme of secondary schools will be affected. The study further supported that both internal and external examination will be affected. Another result of the study revealed that covid-19 lockdown significantly affects the learning behaviour of students and modified their behaviour. Trotman (2020) affirms Students' ability to learn is as much affected by their inter-and intrapersonal behavior as it is by their academic skills.

### Conclusion

The study concluded that covid-19 has a statistically significant impact on the academic programme in tertiary institutions in Ekiti State. The study also found the outbreak of the covid-19 pandemic has significantly modified the learning behaviour of students in tertiary institutions in Ekiti State. There is also a negative relationship between the covid-19 and the learning behaviour of students in tertiary institutions in Ekiti State.

Because the academic programme was negatively affected.

### Recommendations

Based on the findings, the following recommendations are made:

1. Institutions administrators should find ways of bridging the learning gap that has been created during the covid-19
2. The Schools administrators should make sure that lecturers develop new teaching strategies to cover all their course contents.
3. The government should put all necessary measures in place to prevent tertiary institutions in Ekiti State from any eventual future lockdown.
4. Government should provide for necessary facilities that can facilitate online teaching and learning in tertiary institutions

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