



EFFECT OF CORONA VIRUS (COVID-19) PANDEMIC ON NIGERIA UNIVERSITY EDUCATION

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Abstract: *The purpose of this study was to investigate the effects of Corona virus (COVID-19) pandemic on Nigeria university education. The study was conducted in 17 local governments Area that make up Enugu State of Nigeria. The population for the study was 102 respondents made up of 85 undergraduate students of and 17 lecturers of Universities in Enugu State who were in their homes because of the corona virus (COVID-19) pandemic lock down in Enugu State of Nigeria. The instrument for data collection was structured questionnaire constructed by the researcher. The instrument was distributed and collected from the respondent through electronic media. The return rate of the instrument was 100%. Three experts from Faculty of Education, University of Nigeria Nsukka validated the instruments from the homes via electronic media. A pilot study of five students and three lecturers were conducted. Cronbach Alpha technique was used to test for the reliability. The reliability coefficient of the instrument was 0.78. Two research questions and two null hypotheses guided the study. Mean and standard deviation were used to answer the research questions, while t-test was employed to test the null hypotheses at .05 level of significance. The study revealed that corona virus (COVID-19) affected Nigeria University education. negatively to great extent. It was recommended that all players in the educational sector, the government, the rich philanthropic and everybody should come together and make ceaseless efforts to fight corona virus (COVID-19) Pandemic.*

Key words: Education, corona virus (COVID-19) Pandemic

Introduction

Education is one of the most critical areas of empowerment for human beings. It is vital for national growth. It is an indispensable tool for all nations aspiring to achieve greatness. It is a path way for economic growth and national development. When the University education of a country is affected negatively, the country will be trouble.

The emergence of corona virus (COVID-19) and its increasing incidence in Nigeria has affected the educational system of the country. It has put severe pressure on Nigeria educational institution. Corona virus (COVID-19) outbreak has caused an academic downturn in Nigeria education system. One hundred and seventy-four Universities in Nigeria have been closed down because of corona virus (COVID-19) pandemic (NUC, 2020). Students attend online class at home as students'

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return to school has been delayed due to the novel corona virus outbreak. The corona virus pandemic has changed how millions around the globe are educated. New solutions for education could bring much needed innovation but Nigeria cannot cope with it due to unavailability of the needed innovational infrastructures (Barrett, 2020).

As of 27 April 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic (UNICEF, 2020). School closures have made negative impact on students, teachers, and families. It has far-reaching economic and societal consequences. Schools closures in response to corona virus (COVID-19) have shed light on various social and economic issues. 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 (Lindzon, 2020).

In response to school closures, UNESCO has recommended the use of distance learning programmes and open educational application and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education, but the problem with Nigeria education system is that the government of Nigeria cannot provide distance learning programmes and open educational application effectively for teaching and learning in Nigeria education system. The distance learning and open educational application infrastructures are not available for the Universities to use them.

Corona virus (COVID-19) has affected education around the world. It has caused great harm to Nigeria University education. With the corona virus spreading rapidly across the globe, countries have taken swift and decisive actions to mitigate the development of a full-blown pandemic. According to Goldberg (2020), in the past two months, there have been multiple announcements suspending attendance at schools and universities. As of March, 2020

over 421 million children were affected due to school closures announcement.

The decisions of government to close schools have led millions of students into temporary ‘home-schooling’ situations. It has certainly caused a degree of inconvenience and hardship in the education industries in Nigeria. Corona virus (COVID-19) has prompted the use of new educational innovation which is not favorable to Nigerian students because Nigeria is a developing nation and many facilities are yet to be in place before some educational innovations in teaching and learning would be favorable. Corona virus (COVID-19) has caused Nigeria government, publishers, education professionals, technology providers and the education stake holders a big harm in their attempt to find a temporary solution to the crisis. Corona virus (COVID 19) is spreading around Nigeria and the world, causing deaths and major disruption to Nigeria education system (Barrett, 2020).

The decision to close educational institutions and schools around the globe in an attempt to contain the pandemic has also led to a soaring number of children, youth and adults not attending schools. Corona virus (COVID-19) educational disruption has impacted over half of the global students’ population. These educational disruptions are being escalated particularly for the most vulnerable members of society (UNESCO, 2020).

Ike (2020) opined that the long-term teaching experience shows that the unique feature of the line teaching methods, such as the face-to-face communication with teachers, the acquisition of social skills, and the peer-to-peer practice and engagement are crucial to the language acquisition and retention of the young learners (Bai, 2020). Moreover, the less affluent and digitally savvy individual families to further their students are left behind. When classes transition online, these children lose out because of the cost of digital devices and data plans.



Statement of the problem

With the corona virus spreading rapidly across the globe, education which is a vital tool for meaningful and sustainable economic growth of any nation and hope for the common man has been closed down in Nigeria because of the virus. Corona virus (COVID-19) is doing a great harm to Nigeria university education. Corona virus (COVID-19) has affected university education in Nigeria negatively. All the universities in Nigeria have been closed down because of corona virus (COVID-19) pandemic and no academic activity is going on because of lack of on-line internet facilities. Hitherto the need arises to determine the effect of Corona virus (COVID-19) to Nigeria university education. The problem of the study therefore is; what is the effect of Corona virus (COVID-19) to Nigeria university education.

Purpose of the Study

The general purpose of the study was to determine the effect of Corona virus (COVID-19) pandemic to Nigeria University education. Specifically, the study sought to:

1. determine the effect of Corona virus (COVID-19) pandemic to Nigeria University education.
2. determine the extent Corona virus (COVID-19) pandemic has affected Nigeria **University** education.

Research Questions

The following research question guided the study.

1. What is the effect of corona virus (COVID-19) pandemic to Nigeria University education?
2. To what extent do corona virus (COVID-19) pandemic affected Nigeria University education?

Null Hypotheses

The following null hypotheses were tested at .05 level of significant.

H0₁: There is no significant difference between the mean responses of undergraduate students of Universities and their lecturers on the effect of corona virus (COVID-19) pandemic to Nigeria University education.

H0₂: A mean difference does not exist between the mean responses of undergraduate students of Universities and their lecturers on the extent corona virus (COVID-19) pandemic has affected Nigeria University education.

Method

The research was survey research design. This was in line with Uzoagulu (2011) who opined that a survey research design is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be representative of the entire population. The study was conducted among undergraduate students and lecturers in the 17 local government Areas that made up Enugu State of Nigeria who were at home because of corona virus (COVID-19) pandemic lock down in Enugu State.

The population for the study was 102 respondents, comprised of 85 undergraduate students and 17 lecturers of Nigerian Universities, The population identified for the study was not too large; therefore, the entire population was used for the study. There was no sampling. The instrument for data collection was a structured questionnaire developed by the researcher using a four point responses scale of very great extent (4), great extent (3), low extent (2) and very low extent (1). The instrument was validated by three experts from faculty of education university of Nigeria, Nsukka and its reliability ($r=0.78$) coefficient was established using Cronbach Alpha measure of internal consistency. The instrument was administered through electronic media. The return rate was 100%. Mean and standard deviation were used to answer the research question, while t-test statistic was used to test the null hypothesis at 0.05 level of significance. To take decision on the extent items, true limit of numbers was assigned to response options as follows: very great extent (VGE) 3.50 - 4.00, great extent (GE):2.50 - 3.49, low extent (LE):1.50 – 2.49 and very low extent (VLE):1.00 -1.49. The mean score of 2.50 and



above was adopted as benchmark for acceptance point while any mean below 2.50 will not be accepted.

Result

Data collected for the study were analyzed and presented based on the two research questions and two hypotheses

that guided the study. The details are contained in the tables 1 -4.

Research Question One

What is the effect of corona virus (COVID-19) pandemic to Nigeria University education?

Table 1: Mean Ratings of the Effect of Corona virus (COVID-19) Pandemic to Nigeria University Education

S/N	Item statement	X		SD		Decision	
		L	US	L	US	L	US
1	Delay in university academic activities	3.69	3.58	0.62	0.66	GE	GE
2	Extension of university academic year	3.69	3.50	0.62	0.77	GE	GE
3	Changing the learning plan of university	3.72	3.60	0.60	0.47	GE	GE
4	Compel the lecturer and students to deal with remote learning	3.69	3.58	0.62	0.66	GE	GE
5	The challenge of studying at home (outside university environment)	3.70	3.59	0.60	0.92	GE	GE
6	The challenge to construct a production schedule outside university environment	3.72	3.60	0.60	0.63	GE	GE
7	Lack of in-person assistance during learning	3.69	3.60	0.62	0.63	GE	GE
8	Lack of university-industry attachment experience	3.70	3.70	0.60	0.57	GE	GE
9	Lack of workshop practical experience	3.70	3.60	0.60	0.47	GE	GE
10	Poor coordination of real university pure practical experience	3.70	3.60	0.60	0.47	GE	GE
Grand mean		3.70	3.60	0.60	0.68	GE	GE

Note: L = Lecturers = 17, US = Undergraduate students = 85 X = Mean and SD = Standard deviation

The data presented in Table 1 showed the mean ratings of the effect of Corona virus (COVID-19) pandemic to Nigeria university education. The data showed that the respondents agreed to great extent (GE) that all the items identified are the effect of corona virus (COVID-19) pandemic to Nigeria university education. The mean values that range from 3.50 to 3.70 for the two groups of the respondents were above the bench mark of 2.50 and the grand means of 3.70 and 3.60 respectively for lecturers and undergraduate students were also above 2.50. The closeness of the standard deviation scores of the respondents indicates less variability that exists among the respondents

Null Hypotheses One

There is no significant difference between the mean responses undergraduate students of Universities and their lecturers on the effect of corona virus (COVID-19) pandemic to Nigeria university education.

Table 2: t-test of difference between the Mean Ratings of Undergraduate Students of Universities and their Lectures on the Effect of Corona virus (COVID-19) Pandemic to Nigeria University Education

Respondent	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Lecturers	17	3.70	0.60	100	0.21	±1.96	Accepted
Undergraduate students	85	3.60	0.68				



Note: N = number of respondents, \bar{X} = mean, and SD = standard deviation

The data in Table 2 presents the t-test analysis of difference between the mean ratings of undergraduate students of universities and their lectures on the effect of corona virus (COVID-19) pandemic to Nigeria university education. The t-calculated is 0.21 at 100 degree of freedom (df) and 0.05 level of significant. Since the

calculated value of 0.21 is less than t-critical which is ± 1.96 the hypothesis of this study is accepted. Therefore, there is no significant different between the mean responses of undergraduate students of Nigerian universities and their lectures on the effect of corona virus (COVID-19) pandemic to Nigeria university education.

Research Question Two

To what extent do corona virus (COVID-19) pandemic affected Nigeria university education?

Table 3: Mean Ratings of the Extent corona virus (COVID-19) Pandemic has affected Nigeria University Education.

S/N	Item statement	X		SD		Decision	
		L	US	L	US	L	US
11	Delay in university academic activities	3.69	3.58	0.62	0.66	GE	GE
12	Extension of university academic year	3.69	3.50	0.62	0.77	GE	GE
13	Changing the learning plan of university	3.68	3.70	0.63	0.57	GE	GE
14	Compel the lecturer and students to deal with remote learning	3.70	3.69	0.60	0.61	GE	GE
15	The challenge of studying at home (outside university environment)	3.70	3.59	0.45	0.92	GE	GE
16	The challenge to construct a production schedule outside university environment	3.72	3.60	0.60	0.63	GE	GE
17	Lack of in-person assistance during learning	3.69	3.60	0.62	0.47	GE	GE
18	Lack of university-industry attachment experience	3.71	3.61	0.61	0.47	GE	GE
19	Lack of workshop practical experience	3.70	3.70	0.60	0.57	GE	GE
20	Poor coordination of real university pure practical experience	3.70	3.60	0.60	0.47	GE	GE
Grand mean		3.70	3.60	0.60	0.61	GE	GE

Note: L = Lecturers = 17, US = Undergraduate students = 85 X = Mean and SD = Standard deviation

The data presented in Table 3 showed the mean ratings of the extent corona virus (COVID-19) pandemic has affected Nigeria university education. The respondents agreed that corona virus (COVID-19) pandemic affected Nigeria university education negatively to great extent. All the items identified have high mean value. The mean

values that range from 3.50 to 3.72 were above the benchmark of 2.50. The grand means of the two groups of respondent which were 3.70 and 3.60 respectively for the lecturers and undergraduate students were also above 2.50. The closeness of the standard deviation scores of the



respondents indicates less variability that exists among the respondents

Null Hypotheses Two

A significant difference does not exist between the mean responses of undergraduate students of universities and

their lecturers on the extent corona virus (COVID-19) pandemic has affected Nigeria university education.

Table 4: t-test of differences between the Mean Ratings of Undergraduate Students of Universities and their Lecturers on the Extent Corona virus (COVID-19) Pandemic has affected Nigeria University Education.

Respondent	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Lecturers	17	3.70	0.60	100	0.63	± 1.96	Accepted
Undergraduate students	85	3.60	0.61				

Note: N = number of respondents, \bar{X} = mean, and SD = standard deviation

The data in Table 4 presents the t-test analysis of difference between the mean ratings of undergraduate students of universities and their lectures on the extent of corona virus (COVID-19) pandemic has affected Nigeria university education. The t-calculated is 0.63 at 100 degree of freedom (df) and 0.05 level of significant. Since the calculated value of 0.63 is less than t-critical which is ± 1.96 the hypothesis of this study is accepted. Therefore, there is no significant different between the mean responses of undergraduate students of Nigerian universities and their lectures on the extent of corona virus (COVID-19) pandemic has affected Nigeria university education.

Discussion of Findings

The findings of this study were discussed according to the two research questions and two null hypotheses that guided the study. The result of the data analyzed with reference to research question one indicated that corona virus (COVID-19) pandemic affected Nigeria education system negatively This could be seen from the ratings in Table 1. The respondents agreed to all the items identified in research question one as the effect of corona virus (COVID-19) pandemic to Nigeria university education. All the items identified had high mean ratings that were above the bench mark of 2.50. The result of the

study showed that corona virus (COVID-19) pandemic has caused delay and extension of university academic activities. It has changed the learning plan of universities and has compelled the students to learn outside university environment. It brought lack of in-person assistance during learning and lack of workshop practical experience.

The result of the data analyzed with reference to research question two indicated that corona virus (COVID-19) pandemic affected Nigeria university education negatively to great extent. This could be seen from the ratings in Table 3. The respondents agreed to all the items identified in research question two affected Nigeria university education to great extent. All the items identified had high mean ratings that were above the bench mark of 2.50

The grand mean for the two groups of the respondents in all the research questions were above 2.50, showing that corona virus (COVID-19) pandemic affected Nigeria university education. This finding is in agreement with Powell (2020) who reported corona virus (COVID-19) pandemic has caused a total close down of schools in many countries. The closeness of the responses as shown by the entire standard deviation (SD) indicates homogeneity in their responses. Testing of the two



hypotheses as shown in tables 2 and 4 revealed that the t-calculated in all the hypotheses were less than t-critical. This shows that there is no significant difference between the mean responses of undergraduate students of universities and their lecturers on the effect and extent of effect of corona virus (COVID-19) pandemic to Nigeria university education.

Conclusion

Corona virus (COVID-19) has affected education around the world. It has caused great harm to Nigeria university education. The emergence of corona virus (COVID-19) and its increasing incidence in Nigeria has affected the educational system of the country. It has put severe pressure on Nigeria educational institution. Corona virus (COVID-19) outbreak has caused an academic downturn in Nigeria educational system. With the corona virus spreading rapidly across the globe, countries have taken swift and decisive actions to mitigate the development of a full-blown pandemic. The educational disruptions are being escalated particularly for the most vulnerable members of society. However, the result of this study further indicated that corona virus (COVID-19) pandemic affected Nigeria education system negatively to great extent..

Recommendations

Based on the result of this study, the following recommendations were made:

1. All players in the educational sector, the government, the rich philanthropic and everybody should come together and make ceaseless efforts to fight corona virus (COVID-19) Pandemic.
2. The government and good philanthropic should provide the necessary infrastructures to make distance learning programmes and open educational application to be functional in Nigeria in other to limit the disruption of education.

3. The education policy maker, educational institutions and curriculum developers should convert most of conventional university programmes to distance learning programmes.

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