

The Impact of Covid-19 on Education in Some Selected Tertiary Institutions of Yobe State.

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Abstract:

The COVID-19, though mainly a major global public health concern, it has significant socioeconomic implications of great consequences to economies, the well-being of the population and great on educational activities. However, there is need to prevent the future occurrence by the concern organizations. Therefore, the study aimed to identify the impact of COVID 19 on Education in some selected tertiary institutions in Yobe State. The data was collected with the aid of structured questionnaires coupled with oral interview schedules. A total of four (4) tertiary institutions namely: the Federal Polytechnic, Damaturu, the Yobe State University at Damaturu, Federal University Gashua and Mai Idris Alooma Polytechnic at Geidam were randomly selected based on the availability in the state.

Fifty (50) respondents which made up of ten (10) examination officers and forty (40) students were randomly selected from each of the chosen institution; thus, two hundred (200) respondents make up the sample size for this research while the data were subjected to descriptive statistic analysis. Purposive random sampling was used for this research. The results from this study showed that business involvement (50%) and social isolation (27%) were taken the lead impact as a result from school closure and COVID-19. Also, student's performance also remains moderate (45%). The assessment of staff activities, article written (55%) was the highest followed by community service (25%) while teaching took the least (0%). The finding showed that the provision of e-learning and open access courses (40%) were highly recommended followed by inclusion and participation of entrepreneur courses (26.5%), while checking of health status every semester (5.0%) had the least. In conclusion, COVID -19 came and still living with the impacts. Therefore, all necessary recommendations must be taken into consideration by concerned individual, schools religion bodies, non- governmental organizations and government.

Keywords: Impact, COVID-19, Education, Tertiary Institution and Yobe State.

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I. INTRODUCTION:

Yobe State which was created from the former Borno State in 1991 is one of the 36 states of Nigeria. Geopolitically, Yobe state is partitioned along three senatorial zones known as zones A, B and C. The three institutions out of the four chosen as case study in the proposed research are all situated in zone A while the other one is located in zone C. COVID-19 which started in the city Wuhan in the Republic of China in the last quarter of 2019 like a disease which can be easily contained, but within a short period of time, it later graduated to a pandemic and spread to the entire world. With a first case of the disease recorded in Lagos State of Nigeria in the last quarter of February, 2020, the Nigerian Government through the Federal Ministry of Health has been strengthening measures to ensure an outbreak in the country is controlled and contained quickly (NCDC, 2020). These led to the immediate action by the National Centre for Disease Control (NCDC) where it came up with precautionary measures which include establishing isolation centers in order keep victims of corona virus for a minimum of 14 days under close observation, thorough washing of hands with soap under running water, use of alcohol-based hand sanitizer, to maintain at least 5 feet distance between individuals, use of face masks among other things. Others are persons with persistent cough or sneezing to stay at home in order not to mix in crowd. In order not to engage in self-medication, a toll free GSM number 0800-970000-10 was provided by the NCDC for people with symptoms like fever, cough and difficulty in breathing (Human Right Watch, 2020.)

The total lock down of Lagos, Abuja and Kaduna, partial lock down in some states and subsequent ban on interstate travelling by the Federal Government in April, 2020 has caused concern in the entire society. In the second week of May, 2020 the Yobe State Ministry of Health officially reported 20 cases of COVID-19 where 13 cases is from Damaturu, 2 cases from Bade, 4 cases from Nguru and 1 case from Geidam. The report of this case clearly indicates that the locations of the institutions selected for this research works were affected by the deadly disease. Thus, two of the institutions, the State University and the Federal Polytechnic are all located in Damaturu which has 13 cases. Gashua where the Federal University is located has 2 cases while Geidam where Mai Idris Alooma Polytechnic is located has only one case. As fear has already gripped everyone in this society because of the fast spread nature of COVID-19 people avoided public places as much as they could.

The continued quick and widely spread of Covid-19 established a state of fear or lack of protection in all the communities where three out of the four institutions under study are located in the most populated zone "A" region of Yobe state which has 9 Local Government Councils. The remaining one of the institution is located in zone 'B'. The official report of the Covid-19 case in Yobe State in the first week of May, 2020 has created further fear and uncertainty in the entire community due to the nature of its quick and wide spreading especially in crowd and other public gatherings. Socio-economic and political activities has been affected by this disease in the entire world where lockdowns were enforced on cities while schools were forced to close their classrooms and resort to online classes. The case is same in Nigeria and Yobe State where these 4 tertiary institutions of case study of this research were located. Therefore, the aim of this research is to determine the impact of Covid-19 on Education in some selected Tertiary institutions of Yobe State with a view of prescribing and recommending safety measures for future occurrence of diseases and environmental hazards.

II. LITERATURE REVIEW

Although the immediate source of origin of the disease and its subsequent transfer to human is unknown, genomic analysis revealed that SARS-CoV-2 is phylogenetically related to severe acute respiratory syndrome-like (SARS-like) bat viruses. Thus, bats could be the possible primary reservoir while the rapid human to human transfer has been confirmed widely. According to Adnan *et al.*, (2020) in his research, described Coronavirus (Covid19) disease as a highly transmittable and pathogenic viral infection caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which emerged in Wuhan, China in the last quarter of 2019 and spread to the rest of the world. As education is a key to economic development (Borge Brende, 2015). World Economic Forum. "Education is a human right. And like any other human rights, it cannot be taken for granted". Education: Key to development (Habtom Tesfamichael 2018). Education has long been recognized as a central element in development. As educated skilled workforce is critical to a country's development, no nation can afford to fail in giving attention or directly investing in education. Thus, education is a means of raising political and social consciousness and increasing the number and level skilled workers. Education is a key to success –Jasmeane (2015), Lilach Bullock (2019) and Hedge Think (2020). Students of tertiary institutions cannot be blamed for poor performances amidst the continued closure of schools. The environment as Laski (2013) posits must be enable for the citizens to realize their God given talents and how best to explore them for personal and societal development. The responsibility to provide such environment is that of the State. Government takes responsibility for protection of lives by providing healthy environment for individuals. The activities around them greatly determines there academic performance. According to Joyce Pittman (2014), creating and maintaining high quality and Sustainable healthy learning environment for students, teachers and staff in global schools is mandatory. Global problems affiliated with economic development, education, environment and health are closely related. Therefore, schools must be not only centers for academic learning, but also supportive venues for the provision of essential health education and services. Looking at the situation on ground in Yobe State especially in areas where the schools under study are located, it will be admitted that the closure of these schools must have a negative impact on the performances of the students because of their poor economic background. As the larger percentage of the population of the parents of these students are small scale farmers, the students will be fully engaged in farming activities throughout the period of the closure of schools. Thus, these students would not be opportune to benefit from the virtual classes organized to cushion the effect of the schools closure. Previous academic records before the

emergence of the disease and subsequent closure and lockdowns can vindicate the just concluded view to a reasonable extent.

Research objectives:

The proposed research shall be designed to achieve the following objectives:

1. Examine the impact of COVID-19 on students' performances in tertiary institutions in Yobe state.
2. Assess the effects of closure of schools on the performances of students in tertiary institutions in Yobe State.
3. To identify the challenges faced by the affected students.
4. Examine the solution to improve the performance of students amidst COVID-19.

Research questions:

The followings are some of the questions which the proposed research shall raise and answer:

1. What is the impact of COVID-19 on performances of students in tertiary institutions in Yobe state?
2. How does the closure of schools affect students' performance in the 4 selected tertiary institutions of Yobe State.
3. What are the challenges faced by the affected students?
4. What are the alternative solutions to improve the performance of students in the tertiary institutions in Yobe state amidst COVID-19?

III. METHODOLOGY:

The study was carried out in four selected tertiary institution in Yobe State which were: the Federal Polytechnic at Damaturu as well as the State University at Damaturu, Federal University Gashua and Mai Idris Aloomaa Polytechnic at Geidam are the anticipated area of the intended research. It is located between latitude 11°39'30" to 11°47'00" north and longitude 11°54' 00" to 12°02'00" east of the equator. The climatic and soil characteristics of Damaturu match those of Sudan Savannah with rainfall ranging from 800mm – 1000mm per annum within a maximum of 140 days (YBSES, 2008). Temperatures are generally very high throughout the year. Mean annual temperature falls between 25°C and 40°C; minimum and maximum values respectively (Abubakar, 2007). Relative humidity records are normally high in the rainy season reaching up to 50% or more in some years but during climatic adversity, values as low as 35% have been recorded. Wind moves at an average speed of 17, 167.06 knots per hour due to availability of fairly scattered trees and shrubs that resist and break it (Muhammad, 2016). Soils are mainly impoverished sand with poor textural and structural stabilities attributable to the combined effects of physical and anthropogenic factors (Abubakar, 2007).

Sample collection and Design

A total of fifty (50) respondents which made up of ten (10) examination officers and forty (40) students were randomly selected from each of the chosen tertiary institution; thus, a total of two hundred (200) respondents make up the sample size for this research, using purposive random sampling technique. The data were collected with the aid of structured questionnaires coupled with oral interview schedules that captured responses on the case of death, looting and destruction of properties, increase in school fee, data accessibility for e-learning, student's performance, and other challenges. A total of four (4) tertiary institutions were purposively selected based on their availability in the state which were the Federal Polytechnic at Damaturu as well as the State University at Damaturu, Federal University Gashua and Mai Idris Aloomaa Polytechnic at Geidam.

Data analysis

The data were analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as: percentage

IV. RESULTS

Demographic characteristics

Data on demographic characteristics of the respondents are presented in Table 1. The table revealed that the age bracket of 21-30 had the highest frequency of respondents while a better percentage of respondents had least secondary school education (100%). Gender distribution of respondents indicates that 62.5% of the respondents were male while 37.5% were female. Distribution of respondents' marital status showed that were 60% single, while 25% were married. The prominent religious faith in the study area was Muslims

Table 1: Demographic characteristic of the respondents

Variables	Characteristics	Frequency	Percentage (%)
Gender	Male	125	62.5
	Female	75	37.5
	Total	200	100
Age	21-30	164	82
	31-40	30	15
	41-50	06	03
	Total	200	100
Marital status	Married	50	25
	Single	120	60
	Divorced	20	10
	Widow	10	05
	Total	200	100
Educational qualification	Secondary	200	100
	Total	150	100
Occupation	Student	200	100
Total		200	100

Source: Field survey, (2020)

Frequency occurrence of major effect on school closure

It could be seen that (50%) of the respondents agreed that impact of school closure lead to the involvement in business. 45% affirmed that its causes social delinquency, (15%) of the respondents observed that some got married while 12.5% stayed idle during school closure (Figure 2).

Table 2: Showing the major effect of school closure

SN	Impact of school closure	Frequency	Percentage (%)
1.	Social delinquency	45	22.5
2.	Early marriage	30	15
3.	Business involvement	100	50
4	Staying idle	25	12.5
	Total	200	100

Source: Field survey, (2020)

Major impact of COVID -19

Social isolation (27.5%) was found to be the major impact of COVID 19 followed by looting and vandalization (20%) while high cost of educational products, increase in cost and accessibility to data for e-learning (17.5%) respectively. Participation of youth during Endrsars was found to be the least (7.5) (Figure 3).

Table 3: Showing the impact of Covid 19 in the schools

SN	Impact	Frequency	Percentage (%)
1.	Looting and vandalization	40	20
2.	Endsars involvement	15	7.5
3.	Increase in cost and accessibility to data for e-learning	35	17.5
4.	Closure of state and National Libraries	20	10
5.	High cost of educational products	35	17.5
6.	Social isolation	55	27.5
7.	Total	200	100

Source: Field survey, (2020)

Assessment of student's Performance

The result from (table 4) revealed that students performed moderately with forty five percentage (45%).

Table 4: Showing the student performance in selected schools

SN	High	Moderate	Low	High (%)	Moderate (%)	Low (%)	Total percentage (%)
1.	70	90	40	35	45	20	100

Source: Field survey, (2020)

Assessment of teaching staff activities

The findings showed that article writing had the highest percentage (55%) followed by community services with the value of (25%). Learning new ideals had (15%) while the major activities (teaching) took the least (0%).

Table 5: Showing the impact of school closure and COVID 19 on teaching staff activities

SN	Impact on staff activities	Frequency	Percentage (%)
1.	Teaching	0	0
2.	Learning	6	15
3.	Researching	2	5
4.	Article writing	22	55
5.	Community servicing	10	25
	Total	40	100

Source: Field survey, (2020)

Ways of mitigating future occurrence

Forty percent (40%) of the respondents recommended the provision of e- learning and open access courses followed by (26.5%) with inclusion and participation of entrepreneur courses while checking of the health status every semester took the least (5.0%).

Table 6: Showing the frequency recommendations from students

SN	Recommendations	Frequency	Percentage (%)
1.	Provision of e- learning and open access courses	80	40
2.	Quarantine and Provision of health facilities	25	12.5
3.	Training and support mechanism	32	16.0
4	Inclusion and participation of entrepreneur course	53	26.5
5.	Checking of health status every semester	10	5.0
	Total	200	100

Source: Field survey, (2020)

V. DISCUSSION

The research has been carried out on the impact of COVID 19 in four selected tertiary institutions in the state. It is good of noting that direct impact of the pandemic on education is the immediate closure of schools and camps in 36 states. This implies that normal years of graduation will increase since the courses needed to be completed. Furthermore, closure of state and national libraries also contribute to the effect. The result from (table 2) showed that higher percentage of the respondents agreed that student engaged in new businesses during the closure of schools while 45% affirmed that some students were involved in one crime or the other, while the least percentage stayed idle. This observation agrees with finding of Human Right Watch, (2020), who reported that school closure caused by pandemic exacerbated previously existing inequalities and children who were already most at risk of being excluded from a quality education have been most affected. Many children received no education after schools closed across the continent, also identified that girls were disproportionately affected and education is not free.

Social isolation, vadalization, looting of both government and non-governmental properties were registered to be the major effect of COVID 19 while high cost of educational products, increase in cost and accessibility to data for e-learning were also contribute fairly. Participation of youth during Endsars was found to be the least of all the impacts. The result from (table 4) revealed that students performed moderately with forty five percentage (45%). This implies that despite the categories of learner, the two weeks or more given to the students for preparation of examination had an impact in the performance of the students. Forty percent (40%) of the respondents recommended the provision of e- learning and open access courses followed by (26.5%) with inclusion and participation of entrepreneur courses while checking of the health status every semester took the least (5.0%), (table 6).

VI. CONCLUSION AND RECOMMENDATIONS

The study captures and highlights how the pandemic affect student performance, social activities and mean of surviving. Findings of the study indicate that students greatly suffered during the period. The major avenue to kick against future occurrence is to educate students and citizens at large through workshop, social media and schools. Therefore, enlighten through education has remarkably contributed to citizen engagement to the fight against Covid-19. The school management must insist on checking of health status of the students during admission and the beginning of the semester, quarantine services and provision of health facilities where necessary. Provision of e- learning and open access courses, inclusion and participation of entrepreneur course. Provision and use of PPE before entering the school compound must be compelled. The increase in awareness of personal protection, availability of sufficient PPE, adherence to bio-safety guidelines, improved surveillance, proper preparedness and response would continue to play an important role in lowering the risk of infection among healthcare workers.

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