



Influence of Covid-19 Pandemic Disease on Educational Scheme as Express by Undergraduates

Ologele Ibrahim

University of Ilorin, Ilorin, Nigeria



DOI : <https://doi.org/10.46245/ijorer.v3i2.163>

Sections Info

Article history:

Submitted: October 12, 2021

Final Revised: February 18, 2022

Accepted: March 05, 2022

Published: March 31, 2022

Keywords:

Covid-19

Disease

Educational-system

Influence

Undergraduates



ABSTRACT

The Covid-19 pandemic disease has modified the education system in Nigeria to distance learning using online platforms to stop and reduce the chain of distribution of coronavirus which highly contagious disease among students. This study objectives are to investigate whether Covid-19 pandemic result to; (1) change in university academic calendar, (2) difficulty in coping with online class, (3) inability to concentrate with online education tools. The population of the study comprised all undergraduates in the Faculty of Education, University of Ilorin, Nigeria. The study adopted a descriptive research design of survey type which involved the use of three-stages sampling techniques to choose two hundred and fifty-seven undergraduates from the five selected departments out of nine departments in the study area. The researcher developed a questionnaire validated by three experts in the related field was used as an instrument for the study. The findings of the study indicated that the Covid-19 pandemic disease has influence on changes in University academic calendar, has influence on the difficulty in coping with online class and also, has influence on inability to concentrate with online educational tools among Undergraduates. The researcher recommends among others that the lecturers should use appropriate techniques and teaching aids that will make online lessons interesting for learners.

INTRODUCTION

At present, the Covid-19 virus has spread throughout the world. This virus was identified in Wuhan, China, in early January 2020 after cell culture and particle isolation (Lee & Hsueh, 2020; Zhu et al., 2020; Lutfi & Novri, 2020), but the aetiology is unknown. Many victims in various parts of the world have been positive and died due to contracting this Covid-19. On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern. The novel coronavirus was initially named 2019-nCoV and is official as severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

As of February 26, COVID- 19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO, 2020). Globally, during the week of 7 to 13 February 2022, the number of new COVID-19 cases decreased by 19% as compared to the number reported during the previous week, while the number of new deaths remained similar to that of the previous week. Across the six WHO regions, just over 16 million new cases and just under 75 000 new deaths were reported. As of 13 February 2022, over 409 million confirmed cases and over 5.8 million deaths have been reported globally. At the regional level, the Western Pacific Region reported an increase of 19% in the number of new weekly cases while all other regions reported decreases: the South-East Asia Region (37% decrease), the Region of the Americas (32% decrease), the African Region (30% decrease), the European Region (16% decrease) and

the Eastern Mediterranean Region (12% decrease). The number of new weekly deaths increased in the Eastern Mediterranean Region (38%), the Western Pacific Region (27%), the African Region (14%) and the Region of the Americas (5%), while it remained similar to that of the previous week in the European Region and decreased in the South-East Asia Region (9%) (Reliefweb, 2022).

The Director-General of the World Health Organization (WHO) declared the outbreak of the coronavirus disease 2019 (COVID-19) on 30th January 2020 a Public Health Emergency of International Concern (PHEIC). On 27th February 2020, the Federal Ministry of Health announced the confirmation of the first case of Coronavirus disease in Lagos State, Nigeria. In the same communication, the Honourable Minister of Health announced that the Multi-sectoral Coronavirus Preparedness Group led by the Nigeria Center for Disease Control (NCDC) has immediately activated its National Emergency Operations Center. Since then, in less than 2 months, Nigeria has reached more than 50 cases across the country. NCDC keeps and updates figures daily. On March 19th, 2020 a circular from the Federal Ministry of Education has approved the closure of all schools for one (1) month commencing from Monday 23rd March 2020 to prevent the spread of the Coronavirus (COVID19). Each State in North-East Nigeria has contextualised this circular. In Borno State, on 20th March 2020, the Governor appointed the Deputy Governor to head Borno's response team and asked the team to tighten IDP camps and directed that schools close in one week. Not only will the closure of schools affect close to 46 million students throughout the country, but 4.2 million students in the BAY States, the most vulnerable groups of children targeted by the education partners through the mechanisms of the HRP are also likely to be impacted by the most. About 400,000 IDP children attending some form of learning in the camps and host communities will be affected by the stoppage of learning activities. Planned activities for the first and second quarters of 2020 will not be completed as planned (United Nation International Children Emergency Fund and Save the Children, 2020).

The novel coronavirus (SARS-CoV-2) is a new strain of the virus that has not been previously identified in humans. SARS-CoV-2 is the virus that causes the coronavirus disease (COVID-19). This is an updated advisory on COVID-19 which will be updated frequently to reflect new information and research emerging on the disease and its impact on populations. The Nigeria Centre for Disease Control (NCDC) through the National Emergency Operations Centre (EOC) has continued to lead the national public health response in Nigeria with oversight of the Presidential Task Force on COVID-19 (PTF-COVID-19). The NCDC is also working closely with all states of the Federation to support their response activities to the pandemic. Several measures have been instituted by the Federal Government of Nigeria through the PTF-COVID-19 together with the Federal Ministry of Health to curtail the spread of the disease and protect the health of Nigerians. This includes an initial lockdown of non-essential activities; closure of schools; a ban on international flights etc. Nigeria is one of many countries that have commenced the gradual easing of lockdown measures initially instituted at the beginning of the COVID-19 pandemic. This is to ensure a balance between preserving lives and livelihoods while addressing the socio-economic disruptions caused by the outbreak (Nigeria Centre for Disease Control, 2021). The Nigeria Centre for Disease Control (NCDC) says 29 people tested positive for coronavirus on Saturday. The figure is the country's lowest single-day count since November 19, 2021, when **23 cases** were reported. In its latest update, NCDC said the positive cases of coronavirus came from three states.

A breakdown of new cases showed that Lagos state – Nigeria’s pandemic epicentre – recorded the highest number of new infections with 27 new positive samples, followed by Kano and Rivers with one each. According to the agency, 40 persons recovered from the infection – while 225,946 people have now been discharged. No death figure was recorded from COVID-19 complications, leaving the death toll at 3,124. Since the index case in February 2020, a total of 251,959 coronavirus infections have been confirmed across Nigeria – out of which 22,889 are active cases. On Saturday, the Lagos government said the consistent decrease in COVID-19 cases indicates the end of the pandemic’s fourth wave in the state. Giving a situation update via Twitter, Akin Abayomi, the state commissioner for health, said there is a reduction in positivity rates – from 29.3 percent recorded on December 21, 2021, to 1.9 percent as of January 20, 2022 (NCDC, 2022). The sudden outbreak of coronavirus disease 2019 (COVID-19) which originated from the city of Wuhan, China, has become a major public health challenge for not only China but also countries all over the world. The pandemic has led to the total lockdown of most of the human activities in various parts of the world (Adelakun, 2020). (The World Health Organization 2020) announced that the outbreaks of the novel coronavirus have constituted a public health emergency of international concern. As of February 26, 2020, COVID-19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths, there was a sudden shoot up of confirmed cases of 4.9 million in at least 188 countries with 323,300 deaths and nearly 1.7 million recoveries as at 20th of May 2020.

Since 31 December 2019 and as of week 2022-06, 411,553,140 cases of COVID-19 (in accordance with the applied case definitions and testing strategies in the affected countries) have been reported, including 5,829,356 deaths. Cases have been reported from: Africa: 11,088,682 cases; the five countries reporting most cases are South Africa (3,640,162), Morocco (1,155,165), Tunisia (967,052), Libya (473,114) and Ethiopia (467,498). Asia: 93,186,246 cases; the five countries reporting most cases are India (42,665,534), Iran (6,806,265), Indonesia (4,844,279), Japan (3,901,544) and Philippines (3,637,280). America: 143,934,487 cases; the five countries reporting most cases are United States (77,739,880), Brazil (27,538,503), Argentina (8,747,500), Colombia (6,023,257) and Mexico (5,300,537). Europe: 160,539,407 cases; the five countries reporting most cases are France (21,671,447), United Kingdom (18,348,029), Russia (14,133,509), Turkey (12,833,643) and Germany (12,476,502). Oceania: 2,803,613 cases; the five countries reporting most cases are Australia (2,527,112), Fiji (63,476), French Polynesia (56,658), Guam (39,985) and Papua New Guinea (38,481). Other: 705 cases have been reported from an international conveyance in Japan. Deaths have been reported from: Africa: 243,977 deaths; the five countries reporting most deaths are South Africa (96,993), Tunisia (27,119), Egypt (23,349), Morocco (15,781) and Ethiopia (7,424). Asia: 1,207,871 deaths; the five countries reporting most deaths are India (509,011), Indonesia (145,321), Iran (133,718), Philippines (54,930) and Vietnam (38,946). America: 2,581,495 deaths; the five countries reporting most deaths are United States (919,696), Brazil (638,835), Mexico (312,965), Peru (208,466) and Colombia (137,301). Europe: 1,788,613 deaths; the five countries reporting most deaths are Russia (340,248), United Kingdom (159,605), Italy (151,015), France (138,952) and Germany (120,210). Oceania: 7,394 deaths; the five countries reporting most deaths are Australia (4,593), Fiji (819), French Polynesia (637), Papua New Guinea (610) and Guam (306). Other: 6 deaths have been reported from an international conveyance in Japan (European Centre for Disease Prevention and Control, 2022).

Infection control measures are necessary to prevent the virus from further spreading and to help control the epidemic situation. One of the control measures is the total lockdown of schools at various levels in the whole world, on March 19, 2020, the Nigerian government through the federal ministry of education ordered the closure of all schools at various levels. There is no doubt that the interference of the coronavirus pandemic has caused so many challenges to the Nigerian education system (Adelakun, 2020).

The federal government says the January 18, 2021 resumption date for schools stands. According to Ben Goong, director, press and public relations of the federal ministry of education, the decision not to alter the date was taken after wide consultation. Adamu Adamu, minister of education, had earlier said the date might be reviewed as a result of the spike in COVID-19 cases. But in a statement yesterday, Goong said schools have been directed to reopen on Monday under strict compliance with COVID-19 protocols to avoid spread of the virus. "Sequel to the hint given during the press briefing of January 12, 2021 for the review of the proposed resumption date of 18th January 2021, the Federal Ministry of Education has undertaken a comprehensive appraisal of the situation," the statement read. "After extensive consultations with relevant stakeholders, including State Governors, Commissioners of Education, Proprietors and heads of institutions, staff unions and students, the consensus of opinion is that the resumption date of 18th January should remain, while parents and respective institutions must ensure full compliance with COVID-19 protocols. "These measures which are to ensure safe reopening of schools for academic activities will be subject to constant review as we urge teachers, school administrators and other stakeholders to ensure strict compliance." (Vanguard, 2021).

The Federal Government, on Thursday, puts limitations to class sizes, hostel occupancy and asked the schools to ensure the compulsory wearing of face masks by all students, teachers and workers, as well ensure temperature checks and put hand washing facilities in strategic locations in all schools, as resumption date stands. The government has also asked the school authorities to ensure a constant supply of water and sanitizers, and make available functional health clinics with facilities for isolation and transportation of suspected cases to medical facilities (Bankole, 2021). Toritseju (2020) opined that according to a 2019 Executive Summary on Poverty and Inequality by the National Bureau of Statistics, 40.1% of the population in Nigeria, Africa's most populous country and the largest producer of oil in Africa, is classified as poor. That is, on average, four out of 10 Nigerians has per capita expenditure below \$400. A UNICEF report states that 10.5 million of the country's children aged 5-14 years are not in school. Only 61% of 6 to 11-year-olds regularly attend primary school. Some states in the northeast and northwest of the country have more than half of the girls not enrolled in schools as marginalisation ensures that girls are deprived of basic education. A struggle was going on before COVID-19 to ensure young children stay in school and have access to proper education, as Nigeria contributes approximately 20% of the total global out-of-school population.

The COVID-19 pandemic is revolutionizing digital and online education globally but kids in rural and underserved communities in Lagos State, Nigeria, are being left behind as they are not equipped to adapt or transition to the new methods of learning. On 19 March 2020, the Federal Ministry of Education approved school closures as a response to the pandemic. States in the federation contextualized this, with the Lagos State Ministry of Education releasing a schedule of radio and TV lessons for students in public schools. However, for families that earn below \$1 per day and faced harsh economic realities due to the four-week lockdown in the state, the purchase of radios or TV might be a trade-off

that they cannot afford. A suggestion to this problem was the provision of portable solar radios to help bridge the digital divide. The pandemic has unmasked substantial inequities in the education sector. Private and non-governmental sectors are tirelessly working to salvage this situation. Projects such as Digiterate and Teach for Nigeria hope to ensure proper tools for education are available to all in Lagos. However, one major issue that may stem from this inequality is that these students who currently cannot keep up with their peers because of inaccessibility to digital tools may never catch up and will continue to feel the effect of this gap long after the pandemic is over. Inaccessibility to digital tools means many students cannot follow the curriculum online during the coronavirus crisis (Toritseju, 2020).

In the year 2020, we face a different way of life. The whole world underwent massive changes due to the emergence of the Covid19 virus which was discovered in Wuhan, China at the end of 2019 (Desy et al., 2021); (Onyema et al., 2020). The virus causes the failure of the human respiratory system and spreads so fast, it can even cause death. Until now, there is no definite information about where the virus came from. Every country chooses to do lockdown and social distancing to avoid the spread of the virus. This decision caused various sectors to be paralyzed, including the education sector (Wijaya et al., 2020). As of 29 June 2020, more than one billion students, or 61% of the global student population, were affected by school closures (UNESCO, 2020). Schools have been forced to stop face-to-face sessions in class and are gradually shifting to online learning.

Online learning is one form of learning method by using the internet, that can increase the role of students in the learning process (Saifuddin, 2018). Online learning brings many benefits such as convenience, flexibility, time-saving, teamwork, and the opportunity to collaborate with others without the limitations of space and time (Desy et al., 2021). Online learning also offers opportunities to maximize Internet resources, expand students' knowledge, and not be limited by place or time (Gilbert, 2015). In addition, students can have more control over their learning activities and make decisions on their homework with more flexibility (Rafique et al., 2021). Desy et al. (2021) pointed out that it is undeniable that online learning is the best solution for an unprecedented situation, such as the pandemic situation we are currently facing, The readiness of human resources including teachers, students, and parental support is the most important part in the implementation of online learning.

Statement of the Problem

The outbreak of the coronavirus has shaken the educational sector of Nigeria off its strength. Looking at the trend of the pandemic, it could be something we are going to live with for a long period. There is no doubt that there is going to be a serious setback in the development of Nigeria education system if the coronavirus pandemic lockdown is not properly managed by the government and concern personnel. The outbreak of the coronavirus coupled with the lockdown of schools at various levels of education in Nigeria has served as a test for the education technology interventions for teaching-learning activities (Adelakun, 2020). Unfortunately, the Nigerian education system arrived at this point not fully prepared. It was observed that even the E-Learning chosen as the alternatives to be used in reaching out to the learners in the period of lockdown has not successfully worked because of the non-employment of an expert to manage the IT section of the Nigeria Education system, huge tariff charges from various network providers in Nigeria.

Research Hypotheses

The following research hypotheses were formulated for the study;

HO1: There is no significant influence of COVID-19 Pandemic on change in University Academic calendar as expressed by Undergraduates

HO2: There is no significant influence of COVID-19 Pandemic on Difficulty in Coping with online Class as expressed by Undergraduates

HO3: There is no Significant influence of COVID-19 Pandemic on Inability to Concentrate with Online Education Tools as expressed by Undergraduates

RESEARCH METHOD

The descriptive research design of the survey method was adopted for the study. The study population was made up of all the undergraduates of the Faculty of Education, University of Ilorin, Nigeria for the 2020/2021 academic session which were ten thousand eight hundred and forty-eight students. The target population comprised of all the four thousand two hundred and eighty-nine (4,289) students from the five (5) selected departments out of nine departments in the study area. The multi-stage sampling technique that is made up of simple, proportionate and accidental sampling techniques used for the study to choose 257 respondents from the students' population (detailed in Table 1).

Table 1. Calculation of sample selected.

S/N	Departments	No of Students from the selected Department	Number of Respondents selected based on (6%)
1.	Counsellor Education	920	55
2.	Adult and Primary Education	1101	66
3.	Social Sciences Education	775	47
4.	Health Promotion and Env. Health Education	871	52
5.	Human Kinetics Education	622	37
Total		4289	257

Source: Researchers' developed

At stage one, a simple random sampling technique was used to choose five (5) departments from the nine (9) departments in the study area using simple balloting technique; those selected departments were as follows: Department of Counsellor Education, Department of Adult and Primary Education, Department of Social Sciences Education, Department of Health Promotion and Environmental Health Education and Department of Human Kinetics Education. **At stage two**, the proportionate sampling technique was used to select six per cent (6%) of the population from the five (5) selected departments based on their populations. **At stage three**, the accidental sampling approach was used to choose the respondents who participated in the study based on the 6% population of the selected departments. The researchers administered the questionnaire to respondents at the venue used for each of the selected departmental lectures. The number of respondents who participated in the study from the selected department were as follows; Counsellor Education 55, Adult and Primary 66, Social Sciences 47, Health Promotion and Environmental Health Education 52 and Human kinetics Education 37. Two hundred and fifty-seven (257) respondents participated in the study. Pritha (2021) pointed out that a **population** is an entire group that you want to

conclude about. In research, a population doesn't always refer to people. It can mean a group containing elements of anything you want to study, such as objects, events, organizations, countries, species or organisms. A **sample** is a specific group that you will collect data from. The size of the sample is always less than the total size of the population.

Instrument and Procedure

The Instrument used for the study was a researchers' developed questionnaire. Method of scoring the research instrument used for the study was carried out using the Likert rating scale method of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Both the face, construct and content validity of the instrument were ascertained by the three experts from the related fields. The consistent of the instrument was established using a test re-test method, 20 copies of the questionnaire administered on twenty (20) undergraduates from the Department of Art education who was not part of the study. Two weeks after, the instrument was re-administered. The results were compared using the Pearson Product Moment Correlation. A reliability coefficient of 0.83r was obtained which was considered high enough and this made the research instrument reliable. The researcher administered the instrument with the help of three trained research assistants. The frequency count and percentage were used to analyse demographic data while descriptive statistic of chi-square was used to analyze the results of data collected at 0.05 level of significance. The steps used for the research process can be seen in Figure 1.

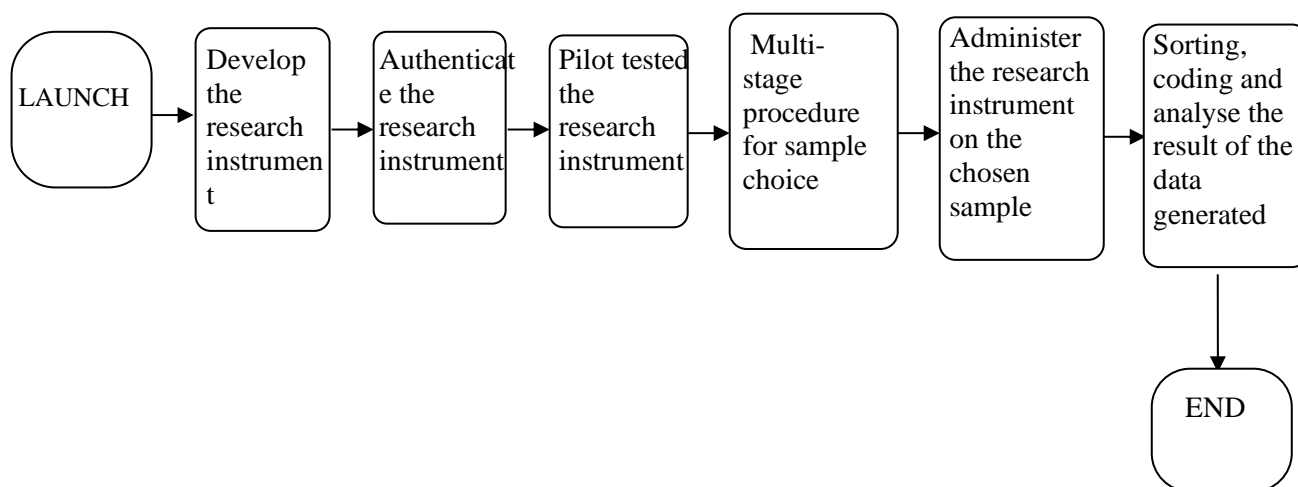


Figure 1. The flow chart showed the research procedure.

The researchers developed a questionnaire that was used as an instrument for the study. The data received from the quantitative instrument used for the study subjected to analysis and results obtained from the procedure become information. Aashish (2021) opined that a questionnaire is a research instrument consisting of a set of standardized questions to gather statistically useful information on some subject from one or more respondents. To make it simple, consider the questionnaire to be a written interview consisting of standardized questions which can be answered face-to-face, over the telephone, through the post, or even online. The main purpose of a questionnaire is to extract data from the respondents. It's a relatively inexpensive, quick, and efficient way of collecting large amounts of data even when the researcher isn't present to collect those responses first-hand. But an important factor to note is that a questionnaire isn't the

process of analyzing the responses. The process is surveying. It's often considered an important tool used in the survey process.

RESULTS AND DISCUSSION

The results realized from the three hypotheses formulated for the study were shown in the Table 2.

Ho1: There is no significant influence of COVID-19 Pandemic on change in University Academic calendar as expressed by Undergraduates.

Table 2. Chi-square analysis showing the influence of COVID-19 pandemic on change in university academic calendar.

S/N	Items	SA	A	D	SD	Row Total	Cal. X-VALUE	P-VALUE	Df	REMARKS
1	Covid-19 pandemic lead to an additional year of study	114 (44.4%)	100 (38.9%)	26 (10.1%)	17 (6.6%)	257				
2.	Covid-19 pandemic delayed the beginning of face to face lectures	106 (41.2%)	88 (34.2%)	47 (18.3%)	16 (6.2%)	257				
3.	Registration of new session was delayed in my department	69 (26.8%)	140 (54.5%)	48 (18.7%)	0 (0.0%)	257	224.56	0.000	12	Rejected
4.	I felt displeased and discontented with the reduction in school holiday duration	98 (38.1%)	112 (43.6%)	37 (14.4%)	10 (3.9%)	257				
5.	An additional year of study messed up my plan	98 (38.1%)	105 (40.9%)	39 (15.2%)	15 (5.8%)	257				
	Column Total	485	545	197	58	1285				

@ 0.05 alpha level

The upshot of the chi-square test statistics in table 2 indicated that there is a significant impact of the covid-19 pandemic on change in university calendar as expressed by undergraduates, University of Ilorin, Ilorin, Nigeria. The reasons being that the p-value of 0.000 is less than 0.05 level of significance and the computed chi-square of 224.56 is greater than the critical table value of 21.03 at 12 degrees of freedom. Therefore, the null

hypothesis which states that there is no significant influence of COVID-19 Pandemic on change in university calendar as expressed by the undergraduates is rejected and the alternative hypothesis upheld that Covid-19 pandemic has a significant influence on change in university calendar as expressed by undergraduates.

Ho2: There is no significant influencet of COVID-19 Pandemic on the difficulty in coping with the online class as expressed by Undergraduates.

Table 3. Chi-square analysis showing the influence of covid-19 pandemic on difficulty in coping with online class.

S/N	Items	SA	A	D	SD	Row Total	Cal. X-VALUE	P-VALUE	Df	REMARKS
6	I could not afford enough data to study online during the covid-19 pandemic	59 (23.0%)	141 (54.9%)	31 (12.1%)	26 (10.1%)	257				
7.	I found it difficult to set up the application for virtual classes on my phone	75 (29.2%)	134 (52.1%)	48 (18.7%)	0 (0.0%)	257				
8.	I do not have a smartphone to study online during the pandemic	17 (6.6%)	158 (61.5%)	72 (28.0%)	10 (3.9%)	257	135.24	0.000	12	Rejected
9.	Network coverage was not balanced in my area during the covid-19 pandemic	31 (12.1%)	91 (35.4%)	110 (42.8%)	25 (9.7%)	257				
10.	My parents distract me from attending online classes during the covid-19 pandemic	15 (5.8%)	110 (42.8%)	122 (47.5%)	10 (3.9%)	257				
	Column Total	197	634	383	71	1285				

@ 0.05 alpha level

The outcome of the chi-square test statistics in table 3 indicated that there is a significant influence of COVID-19 Pandemic on the difficulty in coping with the online class as expressed by Undergraduates. The reasons being that the p-value of 0.000 is less than 0.05 level of significance and the computed chi-square of 135.24 is greater than the critical table value of 21.03 at 12 degrees of freedom. Therefore, the null hypothesis which states that there is no significant influence of COVID-19 pandemic on the difficulty in coping with the online class as expressed by the Undergraduates is rejected and the alternative hypothesis upheld that the Covid-19 pandemic has influence on difficulty in coping with the online class as expressed by Undergraduates.

Ho3: There is no Significant Influence of COVID-19 pandemic on inability to concentrate with Online Education Tools as expressed by Undergraduates.

Table 4. Chi-square analysis showing the influence of covid-19 pandemic on inability to concentrate with online education tools.

S/N	Items	SA	A	D	SD	Row Total	Cal. X-VALUE	P-VALUE	Df	REMARKS
11	I was distracted by social media when received virtual classes in my environment during the covid-19 pandemic	51 (19.8%)	100 (38.9%)	62 (24.1%)	44 (17.1%)	257				
12.	I could not concentrate to full capacity during online classes due to distractions caused by friends and family members	26 (10.1%)	121 (47.1%)	89 (34.6%)	21 (8.2%)	257				
13.	I felt bored studying online because I had been used to being among colleagues when receiving lectures	80 (31.1%)	81 (31.5%)	68 (26.5%)	28 (10.9%)	257	110.27	0.000	12	Rejected
14.	I prefer physical classes for lectures because they make group presentations interesting for me than virtual classes	58 (22.6%)	112 (43.6%)	48 (18.7%)	39 (15.2%)	257				
15.	I found it difficult to contribute to virtual classes	97 (37.7%)	112 (43.6%)	31 (12.1%)	17 (6.6%)	257				
Column Total		312	526	298	149	1285				

@ 0.05 alpha level

The result of the chi-square test statistics in Table 4 revealed that there is a significant influence of COVID-19 Pandemic on inability to concentrate with online education tools as expressed by Undergraduates. The reasons being that the p-value of 0.000 is less than 0.05 level of significance and the computed chi-square of 110.27 is greater than the critical table value of 21.03 at 12 degrees of freedom. Therefore, the null hypothesis which states that there is no significant influence of COVID-19 pandemic on inability to concentrate with online education tools as expressed by Undergraduates is rejected and the alternative hypothesis upheld that Covid-19 pandemic has influence on inability to concentrate with online education tools as expressed by Undergraduates.

Discussion of Findings

The result of the first hypothesis tested showed that the Covid-19 pandemic has a significant influence on change in university academic calendar as expressed by undergraduates. The result of the finding was carved around the fact that the Covid-19 pandemic delayed the registration of the new academic session and thereby it lead to an extension in the study period which eventually resulted in a prolonged period of ended the academic programme in a semester. The result of the finding is in line with the argument of (Toritseju 2020) who pointed out that the sudden interruption of the education system in Nigeria as a result of the pandemic has led the government, parents, individuals, ministries of education at various levels and other concerned personnel to have shifted in the plans and strategies to finance the education of their children and the education system at large. Schools calendars have been disrupted. There is no doubt the school calendar is going to be extended, and while this is on, there is going to be extra payments at various levels of the educational system. There is no doubt that students in terminal classes in lower and higher levels of the education system of Nigeria has been held on a spot; they were unable to graduate or even move to the next level in their academic pursuit this has led to the set a great back of the smooth running of the educational sector of Nigeria and the world at large. During the lockdown some parents were forced to procure laptops, android phones, television cables and other means of ICT, this is to ensure their wards move with the innovation of the online classes at various levels designed for teachers to reach out to their students. The sad truth about this development is if it persists, it may have serious impacts on the commitment of governments towards the education system in the face of competing demands from the healthcare, business and other sectors serving vulnerable segments of the society at large.

The result of the second hypothesis tested for the study indicated that the Covid-19 pandemic has a significant influence on the difficulty in coping with the online class as expressed by Undergraduates. The result of the finding could be attributed to the fact that the inability to get enough data bundle couple with the network issues confronted by students make it difficult for them to cope with online classes during the Covid-19 pandemic period. The finding of the study agrees with Chung et al. (2020), who argued that with online learning, students cannot interact directly, or the level of social involvement that a student's experiences while in class do not occur. These challenges can cause students to feel that something is missing, and result in decreased student engagement and interaction with the resulting substandard learning experience. Also, the outcome of the finding is in line with the result of the research carried out by Amalia et al. (2020) that one of the obstacles that arise in online learning is the lack of student motivation. More so, Cahyani et al. (2020) revealed that the learning motivation of students who took part in online learning during the Covid-19 pandemic situation

decreased. This can be caused by the condition of students' learning while studying at home for a long time, thus making them bored and finally lazy. More so, the result of this finding also corroborates with the finding of Ismail & Razuk (2021) which was conducted on 303 diploma students from the Faculty of Computer and Mathematical Sciences, Universiti Teknologi, Mara, Malaysia. The result of the finding indicated that 74.3% of the respondents agree that learning programming in the Online Distance Learning (ODL) mode is more challenging for students when compared to learning it face-to-face. The students feel demotivated and isolated when learning programming subjects in the online distance learning mode. The output of the survey is worrying as the challenges that students have to face learning the subjects online and their lack of motivation and the feeling of isolation may negatively affect their academic achievement and performance.

The result of the third hypothesis tested for the study revealed that the Covid-19 pandemic has a significant influence on the inability to concentrate with online education tools as expressed by Undergraduates. The result of the finding could be due to the distractions caused by the family members, friends and social media while receiving online lessons contributed to the inability of the undergraduates to concentrate with online tools used for classes during the Covid-19 pandemic period. The result of the finding corroborates with the result of the research conducted in West Java by Fauzi & Khusuma (2020), which indicated that 73.9% of teachers stated that online learning was not effective. Teachers find many problems when carrying out teaching and learning activities using online learning systems. These problems include (1) school facilities; (2) internet connection; (3) planning, implementation and evaluation of teaching and learning activities. It can be said that teachers are still not ready with the current conditions, and when it comes to conducting online teaching and learning activities during the pandemic. Also, the result of the finding is in line with the view of Napitupulu (2020) who also states that the biggest dissatisfaction with online learning is due to network instability, and students are cited as having network difficulties that interfere with their classes. Networking is an important factor in the online learning environment. Students highlight increasing networking, which caters to online learning classrooms, as an important consideration. In online learning, networking is not only a method for distributing educational materials but also a means to promote interaction between teachers and students or among students.

CONCLUSION

The implication of the findings discovered that before the covid-19 pandemic, the educational activity in the study area depend on face-to-face approaches with little utilization of digital tools such as phones or computers. The emergence of lockdown conditions and school closure due to pandemics confused both lecturers and students on how to conduct online activity in a way that will bring success. Problem emanated from classes during pandemic includes, poor access to educational materials forwarded to students by lecturers due to network problem, distractions caused by the students family during online lessons, not having a smartphone by a significant number of learners responsible for inequality in educational achievement during a pandemic for students and these affected the educational system negatively. This research is only limited to the undergraduates of the faculty of education, university of Ilorin. Undergraduates from other public and private universities in Ilorin, Kwara State not included in this study. Further research must carry out a study in other public and private universities in Ilorin,

Kwara State, Nigeria to prop up and reinforce this research study. The university authority should enlighten undergraduates on the importance of having appropriate digital gadgets such as smartphones and also improve the network capacity in school campuses to enable students and lecturers enjoy the online activity. The lecturers should use appropriate techniques and teaching aids that will make online lessons interesting for learners. The parents and caregivers should provide the necessary support for students to enable them to achieve maximum benefits from the online programme.

REFERENCES

- Aashish, P. (2021). Questionnaire: Definition, types, examples & how to design. *Feedough*. <https://www.feedough.com/what-is-questionnaire/>
- Adelakun, I. S. (2020). Coronavirus (COVID-19) and Nigerian education system: Impacts, management, responses, and way forward. *Education Journal*, 3(4), 88-102. <https://doi.org/10.31058/j.edu.2020.34009>
- Amalia, R. U., Isnaeni, B., Purwati, & Hanafi, Y. (2020). Constraints analysis of students in online learning of biological materials at smp negeri 3 Bantul. *Bio Education: The Journal of Science and Biology Education*, 5(2), 10-15. <https://doi.org/10.31949/be.v5i2.2422>.
- Bankole, I. (2021). COVID-19: FG limits class sizes, hostel occupancy; Bans assemblies, as January 18 resumption date stands. <https://www.vanguardngr.com/2021/01/covid-19-fg-limits-class-sizes-hostel-occupancy-bans-assemblies-as-january-18-resumption-date-stands/>
- Cahyani, A., Listiana, I. D., & Puteri, S. D. L. (2020). Motivasi belajar siswa SMA pada pembelajaran daring di masa pandemi covid-19. *IQ (Ilmu Al Qur'an): Jurnal Pendidikan Islam*, 3(01), 123-140. <https://doi.org/10.37542/iq.v3i01.57>
- Chung, E., Subramaniam, G., & Dass, L. C. (2020). Online learning readiness among university students in Malaysia amidst covid-19. *Asian Journal of University Education*, 16(2), 46-58.
- Desy, S., Eko, H. & Tjipto, P. (2021). Profile of junior high school students' constraints in online science learning. *International Journal Of Recent Educational Research*, 2 (5), 557-564. <https://doi.org/10.46245/ijorer.v2i5.153>
- Fauzi, I., & Khusuma, I. H. S. (2020). Teachers' elementary school in online learning of covid-19 pandemic conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 58-70. <https://doi.org/10.25217/ji.v5i1.914>
- Gilbert, B. (2015). Online learning revealing the benefits and challenges Education Masters. *Paper* 303. https://fisherpub.sjfc.edu/education_ETD_masters/303/
- Ismail, N. Z., & Razuk, M. R. B. (2021). The challenges of learning programming subject in online distance learning (ODL) environment at UiTM Pahang. *Gading Journal for Science and Technology*, 4 (2), 27-31.
- Lee, P.-I., & Hsueh, P.-R. (2020). Emerging threats from zoonotic coronaviruses-from SARS and MERS to 2019-nCoV. *Journal of Microbiology, Immunology and Infection*, 53(3), 365-367. <https://doi.org/10.1016/j.jmii.2020.02.001>
- Lutfi, W. & Novri, G. (2020). Sports activities during the covid-19: Literature review. *Journal Of Physical Education, Health And Sport*, 7(1), 19-24. <https://doi.org/10.15294/jpehs.v7i1.26307>
- Napitupulu, R. M. (2020). Dampak pandemi covid-19 terhadap kepuasan pembelajaran jarak jauh. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 23-33. <https://doi.org/10.21831/jitp.v7i1.32771>
- Nigeria Centre for Disease Control. (2021). Public health advisory on Covid-19. <https://covid19.ncdc.gov.ng/advisory/>
- Nigeria Centre for Disease Control. (2022). Covid-19 : Nigeria logs 29 fresh infections- lowest in two months. *The Cable*. <https://www.thecable.ng/covid-19-nigeria-logs-29-fresh-infections-lowest-in-two-months>
- Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108-121. <https://doi.org/10.7176/JEP/11-13-12>.

- Pritha, B. (2021). Population vs sample: what's the difference? *Scribbr*.
<https://www.scribbr.com/methodology/population-vs-sample/>
- Rafique, G. M., Mahmood, K., Warraich, N., & Rehman, S. U. (2021). Readiness for online learning during a covid-19 pandemic: A survey of Pakistani LIS students. *The Journal of Academic Librarianship*, 47(3), 1-10. <https://doi.org/10.1016/j.acalib.2021.102346>.
- Reliefweb. (2022). Coronavirus Disease (COVID-19): Weekly epidemiological update (15 February 2022). <https://reliefweb.int/report/world/coronavirus-disease-covid-19-weekly-epidemiological-update-15-february-2022>
- Saifuddin, M. F. (2018). E-Learning dalam persepsi mahasiswa. *Jurnal VARIDIKA*, 29(2), 102-109. <https://doi.org/10.23917/varidika.v29i2.5637>.
- Toritseju, A. A. (2020). COVID-19 has exposed the education divide in Nigeria. *We Forum*.
<https://www.weforum.org/agenda/2020/06/education-nigeria-covid19-digital-divide/>
- UNESCO. (2020). Education: From disruption to recovery.
<https://en.unesco.org/covid19/educationresponse>
- United Nations International Children Emergency Fund and Save the Children. (2020). Nigeria education in emergency working group.
https://reliefweb.int/sites/reliefweb.int/files/resources/nigeria_education_sector_covid-19_response_strategy_north_east_.pdf
- Vanguard. (2021). Jan 18 school resumption date stands –FG.
<https://www.vanguardngr.com/2021/01/jan-18-school-resumption-date-stands-fg/>
- Wijaya, T., Zhou, Y., Purnama, A., & Hermita, N. (2020). Indonesian students' learning attitude towards online learning during the coronavirus pandemic. *Psychology, Evaluation, and Technology in Educational Research*, 3(1), 17-25. <http://dx.doi.org/10.33292/petier.v3i1.56>.
- World Health Organization. (2020). Coronavirus Disease 2019 (COVID-19): Situation report-36.
https://www.who.int/docs/defaultsource/coronaviruse/situationreports/20200225sitrep36covid19.pdf?sfvrsn=2791b4e0_2
- Zhu, N., Zhang, D., Wang, W., Li, X., Yang, B., Song, J., Zhao, X., Huang, B., Shi, W., Lu, R., Niu, P., Zhan, F., Ma, X., Wang, D., Xu, W., Wu, G., Gao, G. F., & Tan, W. (2020). A novel coronavirus from patients with pneumonia in China, 2019. *New England Journal of Medicine*, 382(8), 727-733. <https://doi.org/10.1056/NEJMoa2001017>

Ologele Ibrahim, Ph.D.

Department of Health Promotion and Environmental Health Education, Faculty of Education,
Nigeria

Email: ologele2010@gmail.com
