

**Research Article**

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## **An Analysis of the Effects of COVID-19 Schools Close Down on Academic Programme of Tertiary Schools in Kogi State, Nigeria**

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### **Abstract**

Coronavirus (COVID 19) pandemic remains a major problem experienced around the world, the challenges of COVID-19 pandemic has resulted to the closure of all schools and tertiary institution of learning in Nigeria and it now the main threat of all level of government and the society at large. Therefore, the effect of Covid-19 pandemic on Kogi State, Nigeria education and how it affects the school calendar for 2020, student's academic interest, and the uneffectiveness of classroom conventional learning are the serious problems faced by tertiary institution during the COVID-19 pandemic. So, distance learning is a solution to continue the educational system. However, the lack of network infrastructures, computers, and internet access is challenging distance learning in Kogi State. This research was carried out to investigate the effects of COVID-19 pandemic on Tertiary school students learning in Kogi State during the pandemic. This study employs a cross sectional survey and was conducted within selected tertiary institution in the three senatorial district in Kogi State, Nigeria using a Random Sampling Technique. The questionnaires were sent into the email addresses of the students and lecturers selected. Result of the effects of COVID-19 school close down of respondents revealed that highest number agreed that stay at home have positive effective on the tertiary institutions in Kogi State, Nigeria during COVID-19 pandemic(44.04% and 29.66%). More of the respondents (35.47% and 31.19%) admitted that e-learning is more effective compared to classroom conventional learning during COVID-19 pandemic. Majority of the respondents attested that there are negative effects of lockdown on the 2020 academic calendar of tertiary institutions(40.06% and

### **Keywords**

COVID-19  
Pandemic,  
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E- Learning,  
Tertiary Schools

32.42%). And, more of the respondents (35.4% and 31.19%) agreed that online education serves as an alternative measure for conventional classroom teaching and learning for future occurrence of any pandemic in Kogi State, Nigeria. This study has established evidence that e-learning serves as a palliative because of the Covid-19 pandemic outbreak that devalued the conventional classroom learning system which fosters learning interaction between teachers and students within the classroom and beyond. However, the state should design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching for future occurrence of any pandemic. Hence, there is need for educational institutions to design curriculum, prepare teaching-learning strategies for post-coronavirus and design strategies to recover lost learning, and return students to school when schools reopen.

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## **Introduction**

Education is a process of teaching and learning whose primary purpose is to develop individuals' Knowledge, skills and behaviour (Burke, Lawrence, El-Sayed, & Apple, 2009). As put by UNESCO (2006), nations have a quest to provide learning environments that are economically, socially, culturally and physically accessible for all children. It is, therefore, for this quest that countries keep adapting and updating their education policies. People can similarly be educated through online reading of e-books, reading books, excursion, exploring their environment or even by attending classes (Peters, 2010). Furthermore, processes in education are viewed as tasks related to achievement; that is to refer to what people can consequently achieve in terms of production at individual, national and international levels (UNESCO, 2007). Thus, School closures due to coronavirus are affecting learners worldwide. By the end of March 2020, over 180 countries had closed down their schools, affecting 87.4% of learners (over 1.5 billion students) Cseaafrica. (2020).

Governments took action to support learners to continue their education remotely. Some are using technology, but they face a number of challenges as they also dealt with countrywide healthcare emergencies and likely economic recession. These lead to school dropouts, leave learners at a higher risk of abuse, loss of confidence and self-esteem and decline in quality teaching and learning process.

In Nigeria, school opportunity is correlated to income level, and public schools differ from private schools in the populations they serve. While private schools serve learners from higher socio-economic backgrounds who are willing and able to pay more to access the better resources offered by private schools, public schools which are usually free, comprise students from lower socio-economic households and low-income areas, instances where distance learning opportunities are available, Category, as a result of able, uptake will be low from the students in the public school's category poor infrastructure such as lack of electricity, or poor/no internet connectivity etc. For students with learning disabilities, and those living in fragile and conflict-affected regions, the outlook is even bleaker, By implication, this raises a major challenge around educational inequality given the technological landscape and income driven digital-divide, how do we harness available technology to support already marginalized students during these closures?

Therefore, this research investigated the Covid-19 effect on Tertiary school students learning in Kogi State, Nigeria. The research specifically find out if online education is the alternative measures for conventional class teaching and learning for future occurrences of any pandemic. It also provide an insight into the effects of COVID-19 Schools close down on the tertiary School academic programme and helped the administrators to ascertain the level of damages the schools close down has caused. Furthermore, the study gives helpful recommendation for

researchers, students and lecturers. Government official, policy makers and schools administrators also benefit from the recommendation of the study. Finally, the study is limited to some tertiary schools within the three senatorial districts in Kogi State, Nigeria and lecturers/students of the selected schools for a number of reasons which include ban on movement.

### **Problem Caused by Covid-19 Pandemic to Tertiary institution**

Educational systems are heavily affected by measures taken against the spread of the COVID 19- virus. The education sector of Nigeria and the rest of the world is badly affected by this. It has enforced the world wide lockdown creating several negative effects on education and student's life. The outbreak of COVID-19 pandemic has taught the world that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before. The education sector has been fighting to survive the crises with a different approach and digitizing the challenges to wash away the threat of the pandemic.

In March 2020, several countries announced school closures under diverse settings in order to allow the curve to flatten. During this time, teachers and education professionals have been asked to supply students with teaching material and instruct students directly via remote digital tools. The expectation is that most students learn from home under the supervision of their parents. This is referred to as "home-schooling" in the media. In reality, the arrangement comes closer to remote learning or distance learning in that teachers and schools still remain responsible for the learning content and outcome. Moreover, some countries have already postponed, adopted or put off the final exams for students. In some countries, schools stay partly open for parents working in essential sectors. Students face extremely different learning circumstances: their parents may be at work or at home; they may telework or be out of their jobs (temporarily or be laid-off). This is to say that learning conditions

are linked to labour market conditions along occupational groups and contract types. Access to digital learning varies on available equipment and connectivity. As such, some students may share their learning resources and space with other members of the household. This paper discussed the effects of COVID-19 on education and some fruitful suggestions are made for education policy makers of Kogi State Nigeria.

### **Effects of COVID-19 Pandemic on Higher Education**

There are few publication and limited paper on the impact of COVID-19 pandemic on education. Among the few is that of UNESCO (2020) that submitted that most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 89% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners.

The temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic across the World has negative effect on students learning. According to Simon Burgess & Hans (2020) cited Carrisson et al. (2015) consider a situation in which young men in Sweden have differing number of days to prepare for important tests. These differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills, The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e, 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence). This submission is also supported by Simon Burgess & Hans (2020) who cited Lavy (2015), who estimates the impact on learning of differences in across countries. Perhaps

surprisingly, there are very substantial differences between countries in hours of teaching. For example, Lavy shows that total weekly hours of instruction in mathematics, language and science is 55% higher in Denmark than in Austria. These differences matter, causing significant differences in test score outcomes: one more hour per week Over the School year in the main subjects increases test scores by around 6% of a standard deviation. In our Case, the loss of perhaps 3-4 hours per week teaching in Mathematics for 12 weeks may be similar in magnitude to the loss of an hour per week for 30 weeks. So, rather bizarrely and surely coincidentally, we end up with an estimated loss of around 6% of a standard deviation again. Leaving the close similarity aside, these studies possibly suggest a likely effect no greater than 10% of a standard deviation but definitely above zero. Here are some of the effects we have already seen or expect to see in the coming weeks and months.

### 1. Restriction of Students and Lecturer on Campuses

To reduce the spread of coronavirus, many universities have suspended any on-campus activities like lectures. Where possible, classes are being held online. Exams and thesis defences may be postponed or held in different formats, which may delay the award of degrees. Many countries are already restricting entry at their borders, and only nationals or permanent residents are allowed in unless there are important reasons. How this will affect foreign students in autumn 2020 is still unclear, but you should follow developments closely so you can plan ahead. Actions taken against COVID-19 can impact education in a way that delays the award of high school diplomas or degrees. This in turn may mean that, when you apply for a study programme, you technically do not meet all requirements. It is possible that universities will adapt to this scenario because this will affect a large number of first-year students. Because the pandemic is affecting not only teaching, but also administration and the eligibility applicants deadlines. Please check the website of your desired institutions regular applicants, it is possible that universities will make changes to their admissions processes, and

any updates. Sources  
<https://www.study.eu/article>.

### 2. Less Time Spent in Learning

Most of children's formal learning takes place in schools. The closure of school buildings and the move to a remote learning environment may result in children spending less time in learning According to the Schul-Barometer (School Barometer) survey, which took place from 25 March until 5 April 2020 and was targeted at Austrian, Swiss and German students aged between 10 and 19 years, 3 students' weekly learning time during the COVID-19 lockdown is reduced by between 4 and 8 hours, compared to when schools are open (Huber et al. 2020). Additionally, one in five students says that they study less than 9 hours per week. Leaving aside the question of effectiveness of in-class teaching VS online teaching, many studies consistently show that less time spent in learning can lead to learning loss. Carrsson et al. (2015) analyse a situation in which young Swedish males have a different number of days to prepare for a battery of cognitive tests. They find that an extra 10 days of school instruction increases scores on crystallized intelligence tests (synonyms and technical comprehension tests) by approximately 19% of a standard deviation. Marcotte and Hemelt (2008) show that substantial snowfall (leading to fewer days spent at school) results in lower student performance in Maryland. Lavy (2015) looks at how cross-country differences in instructional time affect student learning and concludes that such difference do matter: an additional hour per week over the school year in the main subject test scores by around 6% of a standard deviation. Some studies demonstrate a negative pact of school absenteeism and truancy on student performance. For instance, Stanca (2006) finds that, after accounting for unobservable student traits (e.g. motivation, effort), attendance shows statistically significant and quantitatively relevant impact on student learning. Aucejo and Romano (2016) investigates how the length of the school calendar impacts test score performance.

Using administrative data from North Carolina public schools, they find that extending the school Calendar by 10 days increases mathematics and reading test scores by 1.7% and 0.8% of a standard deviation, respectively. Belot and Webbink (2010) look at the effects of a teacher strike, which took place between May and November 1990 in the Belgian French community, on student achievement. They find that this event reduced educational attainment and increased class repetition. Similar evidence is provided by Baker (2013) who examines the consequences of teachers' industrial actions in the province of Ontario, Canada. He finds that these strikes had a statistically significant adverse effect on student test score growth. Another strand of research that may help us to understand the likely effect of missed learning time focuses on summer vacation. The summer period approximates a natural experiment that enables us to analyse children's cognitive development when they are in their homes and not at school. The consensus emerging from this literature is that summer vacation causes a loss in student learning. Cooper et al. (1996) conclude that, on average, in the US students' test scores decline over summer break by one month's worth of school-year learning. Shinwell and Defeyter (2017) find that in Scotland and the North East of England primary school children suffer a loss in spelling following a 7-week summer break.

### **3. A Change in the Way Student's Interact**

It is well known that the school environment influences achievement through peer effects. Being in a classroom and hence having the opportunity to interact with classmates may produce important positive externalities. Peer effects may operate through many different channels. Students may teach each other and get improvement together. Classmate's high achievements may motivate the student (through competition) to work harder. The student can also develop an interest in reading or in mathematics thanks to his/her peers (Sacerdote 2011). Additionally, classroom activities provide a central role that have a central role in helping students acquire social skills that have important

implications for their future personal and professional growth Goodman et al (2015). The interaction with teachers and other students is found to be essential for the development of positive self-esteem, self-confidence, and sense of identity. It also improves student ability groups in collaborative and productive ways. There is significant evidence showing skills are positively associated with cognitive skills and school achievement (Malecki and Elliot 2002; Cunha and Heckman 2007).

It is, however, important to observe that also online learning platforms offer socialization opportunities. Not only do they incorporate class-based interaction and communication (including One – to – one contacts and group projects), but often provide also extra-curricular activities such as, for instance, online clubs. One advantage of online socialization is that it eliminates or considerably reduces social barriers among students (Watson and Gemin 2008). Although some commentators argue that there is no substantial difference between socialization in online learning vs traditional high school, this is probably not the case for lower educational levels. For instance, the US National Education Association argues that elementary school children need the classroom experience as they are significantly more likely to communicate with their peers or teachers through face-to-face contact compared to online.

### **4. Remote Schooling**

Remote schooling does play a key role in helping students continue with their learning following the disruption of educational processes caused by the closure of schools and universities. For example, as regards the latter institutions, Leung and Keing (2003) analyse how the Chinese University of Hong Kong responded to SARS (Severe Acute Respiratory Syndrome) in spring 2003. Despite classes being suspended, many professors were able to deliver teaching online. Although most professors were already familiar with online teaching platforms before the SARS crisis, this situation encouraged them to discover how to use more complex functions (e.g. setting



online quizzes). Baytiyeh (2018) highlights the importance of digital technologies in supporting the continuity of education during short-term post-earthquake school closures. She stresses the importance of a reliable internet connection at home to assist in education materials delivery. In her work, it is argued that, in addition to teachers' significant contribution, parental involvement is the success of online education environment. Parents should be sure that learners also crucial for the Digital education offers important advantages for independent learners. Older students will be able to personalize their learning (Herold 2017). To some extent, they will have the possibility to take control over their learning, understand what they want to learn, what they like and what kind of support they need to learn at their own pace and this gives them more flexibility during the day they need. Online educational platforms also enable these students to learn and this gives them more flexibility during the day. On the other hand, these advantages less likely to hold for dependent learners. Younger children may not be well motivated and have time management skills that allow them to exploit the benefits of discuss education. Furthermore, teachers' preparedness and positive attitude are key element for the success of online learning platforms. Online instructors should be able to compensate for the lack of physical presence by setting up a virtual environment where all participants feel comfortable and teachers can be easily accessed.

## Methodology

### The Study Area

Kogi state is found in the central region of Nigeria, located on the latitude 7 30 N and longitude 6 42'E with a total land area of 29,833km<sup>2</sup> and has a population of 3,595,789 in the year 2005 which was the 24th in the ranking of most populous State in Nigeria. It is popularly called the Confluence State because of the confluence of River Niger and River Benue is at its capital. Lokoia is the first administrative

capital of modern-day Nigeria. The State was formed on 27th August, 1991 from parts of Kwara State and Benue State. The State was as presently constituted, comprises the people of the defunct kabba province of Northern Nigeria. There are three main ethnic groups and languages in Kogi; Igbala, Ebira, and Okun (Part of Yoruba) with other minorities like Bassa, a small fraction of Nupe mainly in Lokoja, Gwari, Kakanda, Owuro people( similar to Yoruba) Ogori, Mangos and the Eggan community under Lokoja Local Government.

Kogi State is surrounded by many other states which are; Federal Capital territory (Nigeria) to the North, Nassarawa State to the Northeast, Benue State to the South, Enugu State to the Southeast, Anambra State to the South, Edo State to the Southwest, Ondo and Ekiti to the West, Niger State to the North and Kwara to the Northwest. Kogi State has 21 Local Government Areas and they are: Adavi, Ajaokuta, Ankpa, Bassa, Dekina, Ibaji, Idah, Igalamela- Odolu, Ijumu, Kabba/Bunu, Kogi,Lokoja, Mopa-Muro, Ofu, Ogori/ Mango, Okechi, Okene, Okmaboro, Omala, Yagba East, YagbaWest.(Iloeje, 1999).

Figure 1: Map of Nigeria Showing the Study Area



**Figure 2: Kogi State Map Showing all the Three Senatorial Districts**



### **Study Design, Population and Instrument.**

A survey research design was adopted for this study. And was carried out in Kogi State, Nigeria. There are a total number of nine (9) Tertiary schools in the three senatorial district and the study made used of 360 lecturers/students in tertiary schools within the study area in Kogi State, Nigeria. Simple random techniques was used to select the sample size. A structured questionnaire, titled the 'Effects of COVID-19 Schools Close Down on Tertiary School Academic Programme Questionnaire' (BCSCDTSAPQ) was used in obtaining information for the study. It was an open item questionnaire and was made up of two sections 'A and B'. Section A explained the rating scale and instructions to the respondents on how to fill the questionnaire, while section B was organized in clusters based on the research questions of the study. It contains 5 questionnaire items, and the response options with values assigned to them would be: Strongly Agree (SA-5); Agree (A- 4); Neutral (N- 3); Disagree (D-2); Strongly Disagree (SD-1). To ensure the face and content validity of the instrument, copies of the questionnaire was sent along with copies of the research questions and the purpose of the study for experts to scrutinized in terms of clarity and adequacy in addressing the objectives and research questions.

Their suggestions was used to produce the final draft of the questionnaire used in this study, reliability of the instrument was determined through the test re-test method. Ten (10) copies instrument was administered to ten lecturers in a tertiary school in Kogi State, Nigeria and after an interval of two weeks, the questionnaire was re-administered to the same lecturers. The scores of the first and second administrations was correlated using Chi-square statistic to confirm the instrument reliability. Copies of questionnaire was administered by the researchers through online medium. Data collected were analysed using simple percentage. The data collected from the respondents were collated and analysed using frequency counts, Chi-square analysis. The hypothesis generated from the research question was tested at 0.05 alpha levels.

Below is the data analysis for the three senatorial district:

### **Statistical Analysis**

#### **(A) HYPOTHESIS I**

##### **Statement of the Hypothesis I**

H0: There is no positive significant effect of stay at home on tertiary school students' academic interest in Kogi State, Nigeria during COVID-19 pandemic.

Vs

H1: There is significant positive effect of stay at home on tertiary school students' academic interest in Kogi State, Nigeria during COVID-19 pandemic.

#### **(B) HYPOTHESIS II**

##### **Statement of the Hypothesis II**

H0: There is no significant that Covid-19 e-learning more effective compared to classroom conventional learning in Kogi State, Nigeria during COVID-19 pandemic.

Vs

H1: There is significant that Covid-19 e-learning more effective compared to classroom

conventional learning in Kogi State, Nigeria during COVID-19 pandemic.

**(C) HYPOTHESIS III**

**Statement of the Hypothesis III**

H0: There is no significant negative effects of lockdown on the 2020 academic calendar of tertiary school students’ learning in Kogi State, Nigeria during COVID-19 pandemic.

Vs

H1: There is significant negative effects of lockdown on the 2020 academic calendar of tertiary school students’ learning in Kogi State, Nigeria during COVID-19 pandemic.

**(D) HYPOTHESIS IV**

**Statement of the Hypothesis IV**

H0: There is no significant online education alternative measures for conventional in teaching and learning for future occurrences of any pandemic

Vs

H1: There is significant online education alternative measures for conventional in teaching and learning for future occurrences of any pandemic

**Test Statistic:** 
$$X^2 = \sum \frac{(O_{ij} - e_{ij})^2}{e_{ij}}$$

**Decision Rule:** Reject H0 if Chi-square asymp. Sig value is less than  $\alpha = 0.05$  otherwise Accept H0.

**Analysis, Interpretation and Results**

**HYPOTHESIS I**

**Statement of the Hypothesis I**

H0: There is no significant of stay at home positive effect on tertiary school students’ academic interest in Kogi State, Nigeria during COVID-19 pandemic

Vs

H1: There is significant stay at home positive effect on tertiary school students’ academic interest in Kogi State, Nigeria during COVID-19 pandemic.

Table 1: Chi-square value between response and senatorial districts

	Value	DF	Asymp.sig (2-sided)
Pearson Chi-square	360.419	8	<0.001
Likelihood Ratio	420.892	8	<0.001
Linear-by-Linear Association	211.505	1	<0.001
No of Valid Cases	327		

**Decision:**H0 is rejected since Chi-Square <0.001 is less than 5% level of significance

**Conclusion:** We conclude that there is significant positive effect of stay at home on tertiary school students’ academic interest in Kogi State, Nigeria during COVID-19 pandemic.

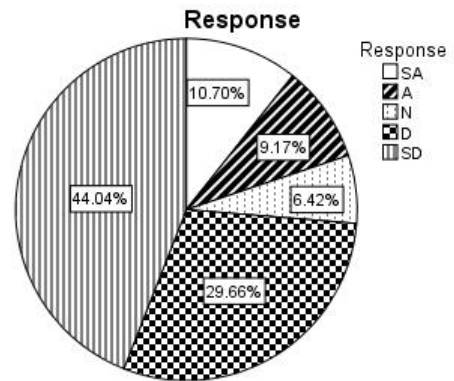


Figure 1: Shows the response that say stay at home have positive effect on tertiary schools in Kogi State

The figure 1 above is the pie chart response which say stay at home have positive effect on tertiary institutions in Kogi State, Nigeria during Covid-19 pandemic. 44.04% and 29.66% were recorded to be the highest among the responses. Strongly disagreed was recorded to 44.04% while



disagreed was 29.66%. From the chart above, neutral has the lowest response with 6.42%.

**HYPOTHESIS II**

**Statement of the Hypothesis II**

H0: There is no significant that COVID-19 e-learning more effective compared to classroom conventional learning in Kogi State, Nigeria during COVID-19 pandemic.

Vs

H1: There is significant that COVID-19 e-learning more effective compared to classroom conventional learning in Kogi State, Nigeria during COVID-19 pandemic.

Table 2: Chi-square value between response and senatorial districts

	Value	DF	Asymp.sig (2-sided)
Pearson Chi-square	604.759	8	<0.001
Likelihood Ratio	632.484	8	<0.001
Linear-by-Linear Association	264.891	1	<0.001
No of Valid Cases	327		

**Decision:** H0 is rejected since Chi-Square <0.001 is less than 5% level of significance

**Conclusion:** We conclude that there is significant COVID-19 pandemic e-learning more effectively compared to classroom conventional learning in Kogi State, Nigeria during the COVID-19 pandemic.

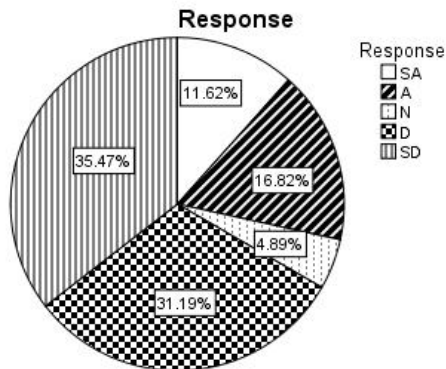


Figure 2: Shows the response that say COVID -19 e-learning more effective compared to classroom conventional learning in Kogi State, Nigeria during the pandemic.

The figure 2 above is the response of people in the three Senatorial districts which say Covid-19 e-learning is more effective compared to classroom conventional learning in Kogi State during COVID-19 pandemic. 35.47% and 31.19% were recorded to be the highest among the responses with Strongly disagreed was recorded to 35.47% and disagreed was recorded 31.19% while neutral has the lowest response with 4.89%.

**HYPOTHESIS III**

**Statement of the Hypothesis III**

H0: There is no significant negative effects on lockdown on the 2020 academic calendar of tertiary school students' learning in Kogi State, Nigeria during the COVID-19 pandemic.

Vs

H1: There is significant negative effects on lockdown on the 2020 academic calendar of tertiary school students' learning in Kogi State, Nigeria during the COVID-19 pandemic.

Table 3: Chi-square value between response and senatorial districts

	Value	DF	Asymp.sig (2-sided)
Pearson Chi-square	473.178	8	<0.001
Likelihood Ratio	520.895	8	<0.001
Linear-by-Linear Association	240.891	1	<0.001
No of Valid Cases	327		

**Decision:** H0 is rejected since Chi-Square <0.000 is less than 5% level of significance

**Conclusion:** We conclude that there is significant negative effects on lockdown on the 2020 academic calendar of tertiary school students' learning in Kogi State, Nigeria during COVID-19 pandemic.

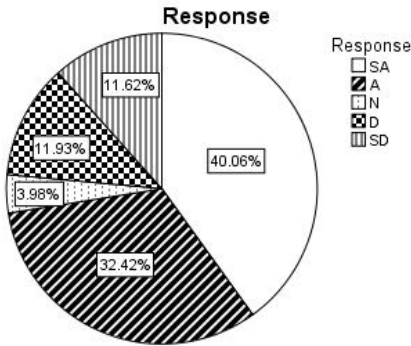


Figure 3: Shows the response that say here are negative effects of lockdown on the 2020 academic calendar of tertiary institutions in Kogi State, Nigeria during COVID-19 pandemic.

The figure 3 above was the response of people in the three Senatorial districts which say there are negative effects of lockdown on the 2020 academic calendar of tertiary institutions in Kogi State, Nigeria during COVID-19 pandemic. 40.06% and 32.42% were recorded to be the highest among the responses in which strongly agreed was recorded to be 40.06% and agreed was recorded 32.42% while neutral has the lowest response with 3.98%.

**HYPOTHESIS IV**

**Statement of the Hypothesis IV**

H0: There is no significant online education alternative measures for conventional in teaching and learning for future occurrences of any pandemic

Vs

H1: There is significant online education alternative measures for conventional in teaching and learning for future occurrences of any pandemic

Table 4: Chi-square value between response and senatorial districts

	Value	DF	Asymp.sig (2-sided)
Pearson Chi-square	566.849	8	<0.001
Likelihood Ratio	609.533	8	<0.001
Linear-by-Linear Association	270.578	1	<0.001
No of Valid Cases	327		

**Decision:** H0 is rejected since Chi-Square <0.001 is less than 5% level of significance

**Conclusion:** We conclude that there is significant online education alternative measures for conventional classroom teaching and learning for future occurrences of any pandemic

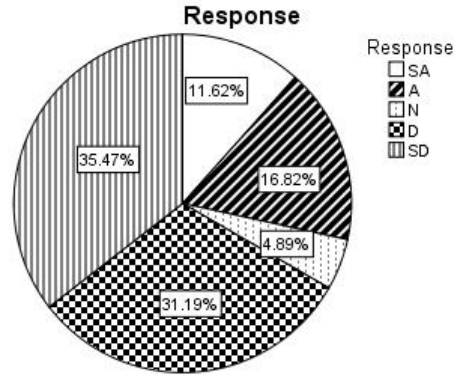


Figure 4: Shows the response that say is online education alternative measures for conventional in classroom teaching and learning for future occurrences of any pandemic

The figure 4 above is the response of people in the three Senatorial districts which say online education is alternative measures for conventional classroom teaching and learning for future occurrences of any pandemic 35.47% and 31.19% were recorded to be the highest among the responses with Strongly disagreed was recorded to 35.47% and disagreed was recorded 31.19% while neutral has the lowest response with 4.89%.

**Recommendations**

This research seeks to suggest the following recommendations:

- ) Governments should scale network infrastructure and internet connectivity across urban and rural areas
- ) Tertiary institutions should design curriculum, prepare learning strategies and techniques for post-COVID-19, and transform the education system itself.

- ) E-learning should be adopted for substitute for future occurrences of any pandemic
- ) Due to economy situation of the State, government should establish zero-rating educational resources on the internet, prepare digital teaching and learning resources, utilizing free online learning resources, use mobile learning, use radio and television teaching, and grow-up ICT infrastructures for benefit of the less privilege.

## Conclusion

This study revealed that stay at home have positive effect on tertiary institutions, helped and prevented the spread of the virus to the lecturers and students in Kogi State, Nigeria. COVID-19 pandemic e-learning is more effective compared to classroom conventional learning during COVID-19 pandemic in Kogi State. Also, there are negative effects of lockdown on the 2020 academic calendar of tertiary institutions in Kogi State and online education serves as alternative measures for conventional classroom learning and teaching for future occurrences of any pandemic. The results shows that Covid-19 really affected the school calendar of all tertiary institutions in Kogi State. More so, the online education can serve as alternative measures for conventional classroom learning and teaching for future occurrences of any pandemic. Finally, e-learning was more effective during the pandemic in Kogi State and can stand as a substitute in any future pandemic.

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