



COVID-19 LOCKDOWN REGULATIONS AS A HOAX OR DOOM FOR ONLINE ACTIVITIES IN NIGERIA UNIVERSITIES

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Abstract

This study investigated COVID-19 lockdown regulations as a hoax or doom for online activities in Nigeria universities. This study findings showed that the COVID-19 lockdown regulations had negative impact for online instructional activities in Nigeria universities. The lecturers and students were expected to continue educational activities online without realising that the system was not updated for the challenges attached to internet use for instruction. Although, the COVID-19 lockdown regulations were good intentions meant to curtail the spread of the virus in Nigeria universities. Notwithstanding, this study revealed that the damage caused by the COVID-19 lockdown regulations must be rectified quickly to avoid further doom in quality university education in Nigeria. Based on these findings there were relevant recommendations suggested in this research.

Keywords: COVID-19, Internet, Nigeria, Universities, Hoax, Doom

Introduction

The discourse surrounding Nigeria universities online educational activities during this COVID-19 pandemic era is a pathetic case. The COVID-19 regulations created a moribund situation for Nigeria online Universities activities as lecturers and students were to stay indoors for instruction. Although, the FGN had good intention of protecting citizens during this COVID-19 pandemic. Notwithstanding, the facilities required to support the FGN intention to protect Nigerians' were very scarce, which had negative implication on Nigeria university educational system. The COVID-19 regulations made the Nigeria universities to shut down for several months, which created problems in ensuring continuity in academic activities. Some of these problems were related to erratic power and poor internet quality. For instance, Ifedayo, Ziden and Binti (2019) had noted that erratic power supply

was a major issue within Nigeria educational system. Also, Ifedayo, Ziden and Binti (2020) study had noted that poor internet quality was a major issue in Nigeria higher educational system.

Hence, this study posits upon the assumption that COVID-19 is not a hoax based on the recorded economic loss in Nigerian economy. Notwithstanding, COVID-19 is a doom for quality university educational activities in Nigeria if necessary, precautions are not taken towards ensuring continuity in teaching and learning processes. Besides, the doom is evident in some of the problems experienced during the implementation of lockdown regulation in Nigeria to curtail the prevalence of COVID-19. For instance, Akinyemi et al. (2020) study revealed that there were mortality issues recorded during the COVID-19 lockdown regulation implementation in Nigeria. In addition, Ozili (2020) study noted that COVID-19 caused negative economic issues in Nigeria.

Also, there were numerous studies conducted during this COVID-19 pandemic era. However, there exist limited research that adequately addressed issues regarding COVID-19 regulations as a hoax or doom in Nigeria universities. For instance, Ziden, Rahman, Amzah and Ifedayo (2020) study addressed e-portfolio issues in a Malaysia university with limited focus on Nigeria universities and COVID-19 pandemic.

Methodology

This research utilised descriptive methodology.

Major Findings

This research studied Delone and Mclean (2003) information systems (IS) success model (see figure 1) as a means towards gathering better understanding of COVID-19 regulations being a hoax or doom for Nigeria universities. The rationale for choosing the IS model was based on its factors, which addressed issues related to quality in a system (see figure 1).

Also, the findings in this research as evident in literature showed that Delone and Mclean (2003) information systems (IS) success model has six factors (see figure 1), which formed an integral part in synthesising this research conceptual framework. For instance, each factor of the IS model is explained as follows:

Information quality: This factor deals with the effectiveness of information flow in a system.

System quality: This factor deals with system standards.

Service quality: This factor deals with service standards in a system.

Intention to use/use: This factor deals with the inner thought of using things in a system.

User satisfaction: This factor deals with the user contentment in a system.

Net benefits: This factor deals with overall gain in a system (see figure 1).

This study findings as evident in literature revealed that all the factors in the IS model focused towards addressing issues related to good standards in a system (see Figure 1).

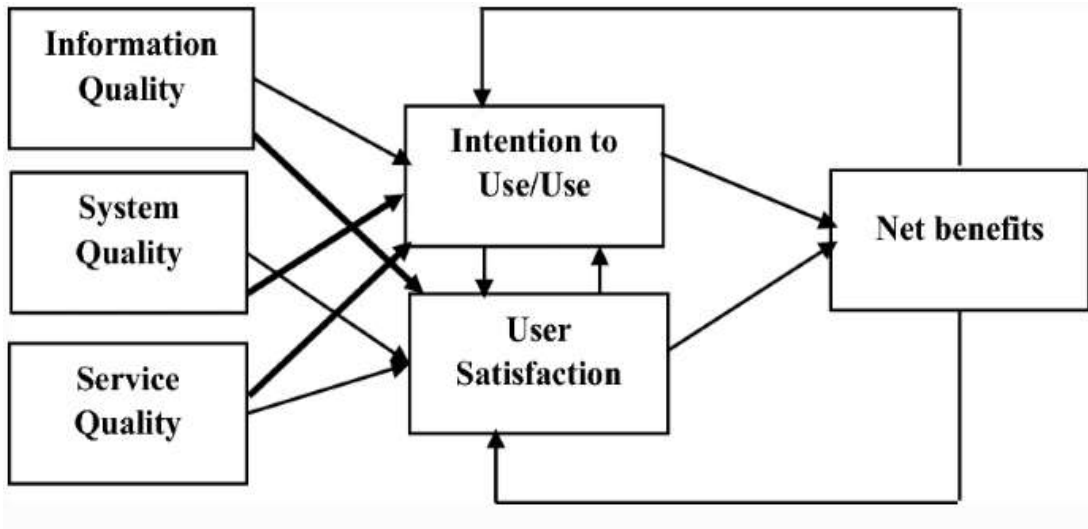


Figure 1. Theoretical framework.

Source: Delone and Mclean (2003) Information Systems (IS) Success Model. Conceptual framework

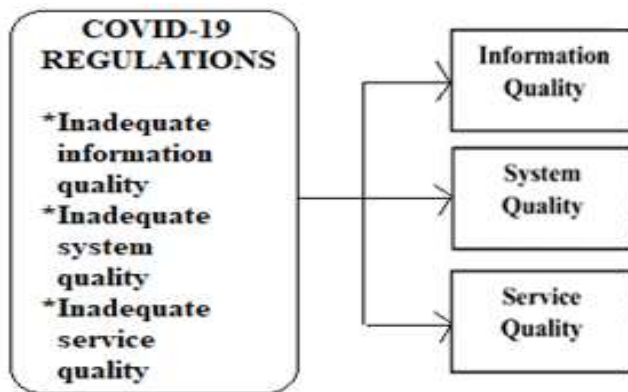


Figure 2. Adopted and Adapted from Delone and Mclean (2003) Information Systems (IS) Success Model.

This conceptual framework synthesised three new factors into the IS model. These new factors were:

1. inadequate information quality,
2. inadequate system quality and

3. inadequate service quality.

The inadequate information quality deals with problems emanating from COVID-19 regulations, which affect information flow in a system. The inadequate system quality deals with problems emanating from COVID-19 regulations, which affect good standards in a system. Also, the inadequate service quality deals with problems emanating from COVID-19 regulations, which affect standard work output in a system (see Figure 2). These three factors are the opposite of the original factors in IS model, which were: information quality, system quality and service quality.

However, intention to use/use, user satisfaction and net benefits factors of the IS model were not considered in this study conceptual framework due to their irrelevance on issues related to COVID-19 pandemic and Nigeria universities (see Figure 2).

Conclusion

There is reduction in quality of educational services rendered in Nigeria universities nowadays due to COVID-19 pandemic and its related regulations. For instance, some Nigeria universities are presently providing online services to comply with COVID-19 regulations introduced by FGN. However, the online services rendered in Nigeria universities are inadequate in providing standard educational opportunities for students due to the absence of reliable facilities to support lecturers.

Also, the Nigerian universities reliance on COVID-19 regulations to operate has created a loophole towards achieving quality in the implementation of university curriculum. Although, the FGN and university management are striving towards reducing the negative effect of COVID-19 pandemic on Nigeria universities.

Notwithstanding, it is socially evident that some of the Nigerian university students and lecturers encountered numerous difficulties when using online teaching and learning activities. The online teaching and learning activities are economically difficult due to the high cost it inflicts on students and lecturers in Nigeria universities. This raises question on how to procure facilities to support lecturers and students' online activities. The facilities meant to assist students and lecturers towards achieving quality online activities during this COVID-19 pandemic is not very effective. Also, some of these online facilities

need updating to meet up with present day demands for online educational activities in Nigeria universities.

Thus, this study revealed that Nigeria universities management are presently battling with the storm that befell her due to COVID-19 regulations introduced in the year 2019 by FGN to curtail the spread of the virus. Also, this study showed that the COVID-19 regulations that were introduced by the FGN in some of the Nigerian universities made these educational establishments to fall behind in the implementation of planned curriculum activities.

Major Recommendations

This study recommends that there must be drastic action in future towards ensuring the Nigeria Universities curriculum has effective online alternative for implementing teaching and learning activities during a pandemic period. Also, it is recommended that the subsequent plan for ensuring effective online teaching and learning activities during a pandemic is conducted using technology acceptance model (TAM) as evident in Guner and Acarturk (2020) research.

This study recommends for future study to test this study conceptual framework, which had factors synthesised from Delone and Mclean (2003) information systems (IS) success model. Also, this recommendation entails that subsequent study must design a research instrument and adopt a quantitative methodology as part of the research.

Besides, the FGN has endeavoured to provide some facilities to support online activities in Nigeria Universities. However, this study recommends that additional fund must be provided to ensure constant update of the online facilities for teaching and learning processes.

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