



**OYO STATE COLLEGE OF AGRICULTURE AND
TECHNOLOGY, IGBOORA (OYSCATECH)**



in Collaboration with

OYSCATECH GLOBAL CONSULT

PRESENTS

2ND BIENNIAL CONFERENCE

TAGGED:

OYSCATECH

2021

E-Proceeding

Theme:

**A SYNERGY BETWEEN AGRICULTURAL PRODUCTION,
TECHNOLOGICAL INNOVATION & MANAGEMENT EFFICIENCY:
A PANACEA TO ECONOMIC STABILITY
DURING PANDEMIC**

Date: Mon. 12th - Thur. 15th July, 2021

Venue: 800-Seater, Lecture Hall, OYSCATECH, Igboora

Editors:

Dr. W. B. BELLO, Dr. M. A. MOSOBALAJE

Dr. G. O. OYELERE, Mr. R. A. AJAO

ECONOMIC EFFECT OF THE COVID -19 PANDEMIC ON THE TEACHING AND LEARNING OF THE ENGLISH LANGUAGE IN OYO STATE COLLEGE OF AGRIC AND TECHNOLOGY, IGBOORA

Ajao, R. A., Adeleke, O. F., Amusa, A. K. and Akintunde. A. M.

Department of general studies (English) Oyo State College of Agriculture and Technology Igboora.

Abstract

No doubt, the outbreak of the coronavirus disease, notoriously called 'COVID -19' in the world, negatively affected a lot of activities in all walks of life in Nigeria. Governments at all levels, have been grappling with a lot of developmental problems in the face of this ubiquitous disease. The disease, since its declaration as 'pandemic' by the world health organization on march 11th, 2020 (Wanger, 2020), has continued to spread rapidly around the world, its effects have been so devastatingly felt in the nation's economy, health, agriculture, politics, social activities, religion and education. The spread of the pandemic got uncontrollable to the extent that the declared either a total or a partial lockdown in the country. A lot of human, material time and money losses were (and are still being) recorded. Each state, establishment and home devised different survival strategies to scale through the frustrating huddles of the pandemic. The basic necessity of life – food; became a luxury in many homes! This papers, using the personal experiences of the authors, interviews, and newspaper' reports as its sources of information, examined the economic, effects vis-à-vis the teaching and learning of the English language in Oyo state college of Agriculture and Technology, Igboora. The alternative teaching methods employed by the English language lecturers were highlighted. The extent of successes recorded; including the constraints and economic implications were also examined. The write-up thereafter made some practical recommendations for Improvement.

Keywords: covid-19; lockdown; pandemic, effect, economic;

Introduction

It was in the late December, 2019, in a seafood wholesale wet market in Wuhan, Hubei china that an outbreak of a mysterious pneumonia characterized by fever, dry cough and fatigue, and occasional gastrointestinal symptoms happened.

The initial outbreak was reported in the market in December, 2019, involving about 66% of the staff there. The market was shut down on January 1, 2020 after the announcement of an epidemiologic alert by the local health authority on Dec. 31, 2019. From there, it began to spread to many cities in china, and expanded globally including Thailand, republic of Korea; Japan, United States, Philippines, Vietnam, and other countries (Wu-Yi-chi-2020). The disease is officially named as coronavirus disease-2019 (COVID-19,) by the world. Health organization (WHO) on Feb. 11, 2020. (Wu-Yi-chi-2020). According to the European center for disease prevention and control, as of 17th June, 2020, 8,142, 129 cases of covid 19 and 443,488 deaths have been reported worldwide since 31st Dec, 2019 (Wanger, 2020), In late February, 2020, Nigeria recorded the subcontinent's first confirmed case in Lagos after which it began to spread throughout Lagos state, Ogun state and the Federal capital authority area of Abuja. (kwam,2020).

The outbreak of the pandemic began a chain of policy actions by the federal and the state governments. These include public health and education campaigns, fiscal and monetary measures, restrictions on large sections of the economy and compensation measures in the form of social protection for the poor and the venerable people (Kwam,(2020) noted that the sudden onset of the pandemic and the scale of policy responses imposed significant economic cost on Nigeria's population.

There were either the partial or a total lockdown in all the states of the federation, grounding all the socio-economic and educational activities. Students at all levels of education primary, secondary and tertiary; in both the private and public schools were kept at home; in a bid to curtail the situation (The tribune, April 2020). These restrictions and lockdowns expectedly still have very negative impacts on not only the economy; but on the education industry, as well.

The economic impact of the pandemic

It is unfortunate that the pandemic worsened the already battered economy of Nigeria. Even before the pandemic, the Nigeria's economy had almost crumbled. In his article "engendering economic transformation through indigenous languages and literature, Amusa (2016) observed that the present economic recession being experienced in Nigeria then can best be described as self-inflicted, being artificially-created. He noted that the much talked-about economic recession has led to a substantial decline in the nation's economic output, thereby constituting a clog in the wheel of the progress of Nigeria. Hence; he observed, Nigeria remains scientifically unproductive, technologically-barren, socially-bankrupt and economically-backward.

One could imagine how badly affected the economy of Nigeria is now, as she barely survived economic recession when the pandemic dealt another big blow on her. The domestic policies adopted to reduce the viral transmission caused government revenue shortfalls; reduced foreign remittance and drastically reduced people's economic activities. The state-level lockdowns which lasted several weeks in almost all the states of the federation affected negatively all governmental and individual economic activities. At the onset of the crisis, the food supply chains were strained as many countries imposed restrictions on the movement of goods and people across and within borders. There was thus no easy access to food. Some countries restricted food exports, making this situation more challenging. Consequently, there was price inflation, making poverty worse and leading to social & political unrest. Small scale producers were facing mounting challenges accessing inputs-such as seeds and fertilizers.

Impact of COVID-19 on education in Nigeria

After the health sector, the more hit by the pandemic is the education sector. The pandemic disrupted the students' educational process. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of covid-19. As of 12th January 2021 approximately 825 million learners are currently affected due to school closures in response to the pandemic (Wikipedia 2021) Early Childhood Education, and Care (ECEC) as well as school closures impact not only on students, teachers and families, but have far-reaching economic and societal consequences. Once the schools were closed, there were bound to be, as it occurred; various social and economic issues, including student debt, digital learning, food, insecurity and homelessness.

Children and students at all levels of education including the nursery, the primary, secondary and the tertiary institutions bore the burnt. The impact was more severe for the disadvantaged children students and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

As in many countries worldwide, due to the COVID-19 pandemic lockdown, higher institutions in Nigeria closed down in march 2020 and only began re-opening in October of the same year. As a result of the lockdown, some higher institutions had to quickly move from the traditional face-to-face teaching method to virtual learning.

As the period of total lockdown extended, more universities quickly switched to online teaching. Both the teachers and students had to adapt swiftly to the new mode of education as they were trained virtually on how to use distance learning tools.

Economic effects of the pandemic on the teaching and learning of the english language in Oyo State College of Agriculture and Technology, Igboora.

Just like in some other tertiary institutions in Nigeria, the management of Oyo State College of Agriculture and Technology (OYSCATECH) Igboora, had to shut down the school in march, 2020, following the Government's directive.

All the students and teachers vacated the college, in a bid to prevent the outbreak of the disease in the college. After a few days, a memo directing the teachers to begin online teaching via 'telegram' was released. All the GNS (English language) teachers quickly joined their Colleagues, not only to join the social media 'telegram' but also to begin the virtual lectures.

Different classes were opened on the telegram for all the GNS language course meant for the first semester of the year 2019/2020 academic session into which the pandemic fell, then.

There were the

- (i) GNS 101 (use of English I)
- (ii) GNS 301 (use of English II)
- (iii) GNS 401 (use of English IV)

For the ND1, HND1 and HNDII students respectively.

Each of us the teachers engaged in the synchronous learning activities. These involved live videos or audios, with immediate feedbacks (Osamudiamen 2020).

We the teachers were teaching in turn, the courses. Our first lectures was on April, 20,2020 when we taught GNS 101 and 301, using the video. We engaged the them in turn; every week using either the audio, video or the pre-recording.

At times, we sent the learning materials to the students' WhatsApp groups. Though our institutions never prepared for any contingency that may affect education such as the covid-19, thereby not providing enough guidance and support to ensure that learning activities continued without a deficit; our senior colleagues and HOD did their best in ensuring teaching/learning activities did not suffer too much, due to the pandemic.

However, there were some challenges that militate against the efficient and effective virtual teaching/learning during the pandemic. Most of these challenges are economic. This is because lack of money influenced greatly the smooth running of the on-line method. They include:

- (i) **Poor Internet Connection:** this was one of the major challenges that frustrated our efforts at teaching and learning the English language course efficiently and effectively during the pandemic. Network was fluctuating. At times, for fifteen minutes, teaching was disrupted. The teachers and the students used different networks. There might be connections in the network the teacher was using, there would not be; in some of those of the students, vice-versa
- (ii) **Inadequate Supply of Electricity-** the supply of electricity to charge up the smart phones and laptops being used for the on-line teaching and learning, was an impediment. Even, if the lecturer could afford a generating set; it was very expensive to run. In fact, most of the students were always not on-line while we taught them. They often complained there was electricity supply to charge up their phones and laptops.
- (iii) **Bad Economy:** During the pandemic, most parent were at home, as there were lockdowns. Hence, they were unable to go to their work places. The result was that they were barely able to feed their family-member let alone buy smartphones and laptops for their wards to attend virtual classes. Those who have necessary learning tools could not buy enough data to attend the classes
- (iv) **Lack of Experience:** Being a sudden and an emergency innovation, most lectures were not used o virtual teaching. The same went to the students. It took a lot of time to get used to the method.

- (v) **Distraction:** Unlike the traditional face-to-face teaching method which affords physical contacts with the students, on-line teaching did not afford such opportunity. Teaching, virtually was not in the four walls of the classroom. Hence, there were always distractions wherever each of the students were, to attend the on-line classes. In this situation, the teacher had no opportunity to control the class.
- (vi) **Limited Interaction with The Other Students:** Unlike during normal classes, on-line teaching did not bring all the students that belong to the same class together. So there was no free student-student interactions and exchange of ideas; just as there was no complete teacher- student face-to-face interactions. This made what to teach and learn, on-line very limited.
- (vii) **Difficulty in Explaining Difficult and Complex Concept And Ideas:** In English language teaching and learning, certain topics and concepts are better taught with the use of teaching aids. In on-line teaching, opportunities to use such aids, in form of charts, diagrams and objects, were very limited. At least such could not be freely used, compared to the physical teaching. When we were to teach 'organs of speech'. The diagram that has the organs labeled could not be adequately used, as even the few students on-line could not clearly see the drawings and the labels.
- (viii) **Teaching Essay/Reports Was Too Cumbersome:** Extra efforts were deployed in the midst of poor internet connections and insufficient data, to teach essays and reports for the long-hours allotted. The contents were broad, but the time to teach all the sub-topics under the topic, was inadequate. Insufficient data, poor internet connections and low-data were the different reasons students were given as they were leaving the class. Particularly, out of the expected eight hundred students in the on-line class, only two hundred and fifteen were on-line at the beginning of one of the GNS101 classes. 'while teaching Types of essays', which was meant to be a 2-hour class, between four and six pm every Monday. The class started exactly 4:00pm. Only forty-five remained on-line at a quarter to five pm. On inquiry, I discovered some complained they had flat batteries, they had run out of data or network in their areas was bad!
- (ix) **Syllabus Not Covered:** However hard we tried, we were unable to cover any of the course outlines for each of the three courses we taught on-line. This was due to limited time; poor internet connections, data consumption and poor electricity supply.

Conclusion

The article has successfully identified the impacts of the Covid-19, especially economic on the various aspects of life, since it broke out in December, 2019. A special exposition was made on the negative impacts the disease has had on the education sector in Nigeria, with the teaching and learning of the English language using Oyo State College of Agriculture and Technology, Igboora, as a case study.

No doubt, the pandemic has done a lot of harm to the education industry. The authors, drawing from their personal experiences, have identified the challenges of the virtual teaching in their institutions of higher learning and by extension, the higher institutions in Nigeria.

The write-up outlined a lot of challenges faced during the lockdowns when all the schools including the tertiary Institutions were closed down, to curtail the spread of the disease. These challenges are mostly on the gloomy economic situation of the country and the low standard of living of not only the parents and their wards, but also the teachers.

Realizing the on-line teaching could have been the best, effective and efficient alternative teaching methods during the pandemic, constraints such as poverty of the parents to provide the needed tools such as smartphones and laptops, erratic supply of electricity, distractions, inability to purchase enough data for on line lectures, to mention a few are a clog in the wheel of the progress of virtual teaching and learning.

The authors then went ahead to make practical recommendations to all the stakeholders in the education industry, including the governments, parents, education ministry, the school management, the teachers and even the students

themselves so that there shall be room for improvement in the case that virtual learning was needed again in the future.

Recommendations

The authors, having had first-hand experiences of the on-line teaching; including the experienced challenges recommend to the various stakeholders in the education industry the various practical ways to be better prepared for such pandemic or other emergency occurrences that might warrant virtual teaching/learning in the future. They include:

- (i) The school management should organize workshops for teachers on how to use alternative teaching tools.
- (ii) Teachers should learn the use of the discussion forum in their various distance learning tools.
- (iii) The government/school managements should provide on-line learning tools such as smart-phones and laptops in the schools.
- (iv) The teachers should lead to create WhatsApp groups for both the teachers and the students strictly for academics. Such groups shall be for learning via text messages
- (v) To avoid distractions, student should be encouraged to attend on-line lectures with their laptops, and not their smartphones.
- (vi) The NUC (National Universities Commission) should develop a document outlining student-friendly teaching strategies as well as assessment methods. Such may be useful during emergency teaching.
- (vii) Most students are from economically-poor homes. Hence, they are unable to afford a laptop or a smart phone. Some of them even reside in regions/areas with poor internet connection. The school should lend laptops or tablets to the students.
- (viii) High-speed internet and equipment facilities should be made available for student in their residence outside campus.
- (ix) On-line teaching should be integrated into the normal daily teaching routine.
- (x) Network providers should improve on their network coverage and broadband services as well as subsidized data subscription for students and teachers.
- (xi) Teachers should organize practical classes for practical-based courses/topics after lockdowns.
- (xii) Revision classes should be organized for all courses/topics taught through the on-line alternative, using the traditional teaching/learning method, after the pandemic.

References

- Osamudiamen E (2020) *Evaluating The Impact of Covid-19 Pandemic Lockdown on Education in Nigeria: Insight from teachers and student on virtual/online learning*. Retrieved: from bnrc.springeropen.com (bulletin of the national research center) on the 10th June, 2021.
- Wanger, cr (2021) *Natural History of COVID-19 and the Current Knowledge on Treatment Therapeutic Options*. Retrieved: on 1st July, 2021-www.ncbi.nlm.gov/pmc.
- Hyacinth E, and James T (2020) *Impacts of covid-19 on Food systems and Poverty in Nigeria*. Retrieved on 10th June, 2021-www.ncbi.nlm.gov/pmc
- FAO (2019). *Impact of Covid-19 Pandemic on Agric Production in Nigeria*. (Food and Agric organization of the united nations). Retrieved on 2nd July, 2021-www.fao.org/2019-ncov/q-anc.
- Wu-Yi-chi- et al (2020) *The Outbreak of Covid-19: an Overview*. Retrieved on 20th June, 2021-journals./www.com/jmca/full text.
- The Nigerian tribune (april,5,2020) –*Impacts of Covid-19 on Nigeria's Education*. Retrieved: on 1st July, 2021,