



# **EXPLORING AN EFFECTIVE PEDAGOGY FOR GENERAL STUDIES COURSES DURING COVID 19 PANDEMIC IN 2 TERTIARY INSTITUTIONS IN GOMBE LOCAL GOVERNMENT AREA, GOMBE STATE, NIGERIA**

**Dr. Lucy Chioma Usen**

*School of Education, Federal College of Education (TECH), Gombe*

*An IBR Proposal Submitted to Research & Development Unit, Federal College of Education (TECH), Gombe*

## **ABSTRACT**

*The study 'Exploring an Effective Pedagogy for General Studies Courses during COVID 19 Pandemic in 2 Tertiary Institutions in Gombe State' is a descriptive study aimed to assess the knowledge, beliefs, compliance to COVID-19 protocol by students and teaching staff, and most appropriate teaching and learning method during pandemic in two tertiary institutions in Gombe State, Nigeria, specifically the Federal College of Education Gombe and Gombe State University. Data was collected through administration of questionnaires to 20 students from each of the institution including teaching staff and HODS, Deans and Registrars. A controlled experimental was conducted to 60 students randomly assigned to three groups: traditional face-to-face instruction, online instruction, and blended learning to compare the learning outcomes of students. Data collected show high level of awareness and adoption of COVID-19 protocols among teaching staff and students of both institutions and both schools complied with COVID-19 protocol. Finally, the study showed that online teaching has higher learning outcome than the traditional face to face method, however a blended learning approach of the 2 teaching methods is considered to produce much higher learning outcome and performance. These findings highlight the need to increase COVID-19 knowledge, adopt protocols, and prioritize the well-being of teachers and students while monitoring compliance with COVID-19 protocols to prevent the rapid spread of the virus in teaching large number of students in a classroom setting.*

## **BACKGROUND TO THE STUDY**

The current Coronavirus Disease (COVID-19) outbreak has affected over 200 countries including Nigeria. It is one of the largest respiratory disease outbreaks affecting several countries simultaneously and a novel strain of Coronavirus (SARS-CoV 2) has been identified as the causative agent (Whenayon Simeon Ajisegiri et al, 2020). COVID 19 is a highly contagious virus that is contracted in the air and it affects anyone irrespective of one's status, race, background, and achievement. Globally, there are over 55326907 confirmed cases, and 1333742 deaths. Continently, Africa has over 1416524 confirmed cases; and there are over 65000 people who are infected and over 1163 deaths in Nigeria due to the virus (National Centre for Disease Centre daily Update 23 Nov 2020). It is transmitted through human contact, coughing, sneezing, and as soon as someone inhales the virus and it keeps spreading. It can be prevented by avoiding taking air in an environment where people are coughing and sneezing. Social distancing, regular use of facial masks, washing of hands over running water, and regular usage of hand sanitizer whenever you go out and come in are recommended (Adejoro, L. Adejoro 2020). In Nigeria, the country's existing health facilities and equipment (including ventilators and PPE) are grossly inadequate to handle the medical emergency due to COVID-19 (Ibekwe, 2020, Mac-Leva et al., 2020). Although the number of isolation facilities and capacity for intensive care units (ICU) in the country is growing, they are inadequate as many states are still struggling to set up isolation and treatment facilities. Beyond the shortage of personal protective equipment (PPE), health workers also face high risks of being exposed to infection as they are always on the front line in taking care of the numerous COVID-19 patients. As in the case of the Ebola virus disease, health workers often have a substantial share of the casualties



By the end of March 2020, the epidemic had spread to over 185 countries and resulted in the closure of over 90 percent of all schools, colleges, and universities impacting close to 1.38 billion students. COVID-19 is having a disproportionate impact on different population groups (APM, 2020; Aubrey, 2020; Garg et al., 2020; Lerner, 2020; Patton, 2020). People of high-income status were among the earlier class affected by the virus especially in the first 2 months of the first reported case on 27 February 2020. Later community infection was reported representing 2 out of three hospitalizations during the 2nd month of the Nigeria epidemic. The first case in Gombe state was confirmed on 20th April 2020 with 5 persons testing positive for the COVID-19 virus, and since then the cases have increased to 37 as at 27th April and subsequently 68 as of 30th April 2020 and on and on. Gombe State constituted COVID 19 Taskforce, established 3 isolation centers, and established testing centers to curb the Pandemic. Furthermore, with the support of the National Centre for Disease Control (NCDC), the State established Emergency Operational Centre for the Epidemics, and trained health Care Workers on prevention and surveillance. In the face of this outbreak, women, girls and PWD were most vulnerable. Children exposed to domestic violence were at risk for increased trauma, (Selvaratnam, 2020).

The UN Sustainable Development Goals, a blueprint for creating a just world, has named “quality education” as its fourth goal and COVID 19 is becoming a threat to the actualization of this goal. It is gradually changing this landscape. The virus has changed the way people in the world live, work, do business and learn. The COVID-19 pandemic has threatened the education of children or youths with special needs and children or youths disabilities of with special needs and disabilities. The impact of COVID 19 is far-reaching and has affected learning during the pandemic as many schools have discontinued face-to-face teaching (Sumitra Pokhrel, Roshan Chhetri, 2021). As of July 2020, 98.6% of learners worldwide were affected by the pandemic, representing 1.725 billion children and youths, from pre-primary to higher education, in 200 countries (United Nations, 2020). And “in Africa, about 297 million learners have been affected (UNESCO, 2020). Thus homeschooling has become the need of the hour. This option becomes near impossible in developing countries due to certain variables – population, subject, level, learners, teachers, time, space, method, power, internet connectivity, etc. In Gombe and Nigeria as a whole, the story was not different. On March 19, 2020, the Federal Ministry of Education in Nigeria approved the closure of all learning institutions (Nlebem, 2020). This abrupt closure led to significant disruptions in the education system including learning modes, access to school-related services, parenting routines, and crisis management capacities of the Federal and State Ministries of education in Gombe state like other federating units. To ensure continuity in learning during the pandemic, the Education Partnership (TEP) Centre and the Nigerian Economic Summit Group (NESG), with support from Hewlett Foundation, drew on their competencies in education and economic research, to study and report on education stakeholders’ responses to learning in the wake of the COVID-19 pandemic. The study recommended the prioritization of teacher development and well-being, the provision of support for parents, and the availability of infrastructure for remote teaching and learning (Education Partnership (TEP) Centre, 2020).

There is a greater chance of rapid spread of COVID 19 pandemic in tertiary institutions where a large population of students struggles for space in a confined classroom environment. With a student population of over 500 in a class of general studies courses, poor sitting arrangements, and poor knowledge of COVID prevention strategies, there is great concern that the school will become a place that exacerbates the spread of the virus. Also, poor COVID 19 response in most schools and absence of a monitoring framework to ensure strict compliance to COVID 19 protocol, makes it imperative to carry out this study to reduce the level of vulnerability to the virus infection. With vaccine being introduced into the country, frontline workers and top government officials were given priority for jabbing. It was later made available to all Citizen including students. It is therefore imperative to explore suitable pedagogy for delivering educational instruction to a large population of students offering the General subjects in tertiary institutions. This is to provide a balance in the learning and health needs of both learners and teachers.

### **GOMBE STATE UNIVERSITY (GSU)**

**Gombe State University** (GSU) established by Governor Mohammad Danjuma Goje in 2003. is located in Tudun Wada, an area in Shamaki Ward, Gombe State with a Latitude of 10.3062358 and a Longitude of 11.1713478. The State University has a Chancellor and 11-members of the governing council, as well as principal officers and management staff. Professor Abdullahi Mahdi was the first Vice Chancellor. It is a non-profit public higher-education institution located in the urban setting of the small city of Gombe (population range of 50,000-249,999 inhabitants). The University currently runs about 40 Programs under numerous Departments including a College of Medical Sciences, which is made up of three Faculties namely: Faculty of Medical Sciences, Faculty of Basic Clinical Sciences and Faculty of Clinical Sciences.



## FEDERAL COLLEGE OF EDUCATION TECHNICAL, GOMBE, GOMBE STATE

The Federal College of Education (Technical), Gombe (FCET) is a federal government higher education institution located in Gombe, Gombe State, Nigeria, with a Latitude of 10.315061 and longitude of 11.1488145. It is affiliated to Abubakar Tafawa Belawa University and the University of Maiduguri for its degree programmes. The College originally known as National Technical Teachers College was established in 1977. It was later named Federal College of Education (Technical), Gombe. The College has School of Education, Technical, Vocational, Sciences, Primary Education Studies and Early Childhood Care Education, School Secondary Education- Arts and Social Sciences, Languages, General Studies. The school has a directorate of continuing education and Undergraduate studies.

### The Imperative of General Studies Courses in these Institutions.

A general studies program embraces a broad-based education. Just as its name suggests, general studies do not focus on one specific major, like education or nursing. Rather, general studies are an overarching program that covers a range of skills needed for success within any given career. Within this type of program, students learn how to: Communicate effectively, think critically, interact in a multicultural environment, integrate knowledge from an array of disciplines, such as science, human services, and the arts, to name a few. In addition to teaching versatile skills (that can be applied to many different careers), a general studies degree enables students to earn college credits and complete general education courses while exploring their areas of interest. The GSE courses are so important because every student is expected to offer them, therefore explain why the classes are usually overcrowded. In most cases they are distributed among students in their first- third year of their course of study. It was for this reason that this study was embarked upon to identify the most appropriate pedagogy in teaching large numbers of students applicable to general students' course.

Jones, 2002; Patton, 2020, in their work 'Comparative landscape genetics reveals differential effects of environment on host and pathogen genetic structure in Tasmanian devils (*Sarcophilus harrisii*) and their transmissible tumour highlights that while children's health appears less impacted by COVID-19 than older adults, children's education has been interrupted, protective structures disrupted, and their families and communities placed under stress by health and economic burdens. People with disabilities are more vulnerable to the impacts of COVID-19 as many have fragile health situations. Also, COVID-19 worsened existing health conditions, particularly those related to respiratory function, immune system function, heart disease, or diabetes worsening barriers to accessing health care.

Freire, P., 2018, in his work, 'Pedagogy of the oppressed Pedagogy' described Pedagogy as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political, and psychological development of learners. Li, G., 2012, work 'Culturally contested Pedagogy: Battles of literacy and schooling between mainstream teachers and Asian immigrant parents' defined Pedagogy as simply the method, and practice, of teaching. It encompasses Teaching styles, Teaching theory,

## FEEDBACK AND ASSESSMENT

**Sumitra Pokhrel, Roshan Chhetr, (2021), 'A Literature Review on Impact of COVID-19**

**Pandemic on Teaching and Learning'** described the paradigm shift in the way educators deliver quality education—through various online platforms within and outside Nigeria. According to him, transitioning from traditional face-to-face learning to online learning can be an entirely a different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The transition to online teaching was so swift that it hardly gave any time to plan and reflect on the potential risks or the potential opportunities that such a sudden change could bring. Subedi S., Nayaju S., Subedi S., Shah S. K., Shah J. M. 2020, 'Impact of e-learning during COVID-19 pandemic among nursing students and teachers of Nepal work observed that E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools). 2020). Petrie, 2020, Spotlight Quality Education for All during COVID is of the opinion that the best practices for online home schooling are yet to be explored. There are varieties of online infrastructure that have been prepared by many educational firms and made free for learning during this pandemic. The affordability and accessibility of these online infrastructures for all learners of varied economic backgrounds are still a challenge. The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) of both educators and learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas, and Blackboard, which allow the teachers to create educational courses, training, and skill development programs (Petrie, 2020). of submitted assignments. Doucet A., Netolicky D., Timmers K., Tuscano F. J. (2020), in his work 'Thinking about pedagogy in an unfolding pandemic is the view that while adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. It has resulted in the rise of blended



learning and innovation of new learning management systems in the face of the pandemic. There are incomparable opportunities for cooperation, creative solutions, and willingness to learn from others and try new tools as educators, parents, and students share similar experiences (Doucet et al., 2020). Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, the non-conducive environment for learning at home, equity, and academic excellence in terms of higher education. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020). The sudden shift to online learning without any planning -- especially in states like Gombe and the country as a whole where the backbone for online learning was not ready and the curriculum was not designed for such a format -- has created risk for most of our students becoming passive learners and they seem to be losing interest due to low levels of attention span. Online learning is a special kind of methodology and not all teachers are good at it or at least not all of them were ready for this sudden transition from face-to-face learning to online learning. Thus, most of the teachers are just conducting lectures on video platforms such as Zoom which may not be real online learning in the absence of a dedicated online platform specifically designed for the purpose. Under this scenario, learning outcomes may not be achieved and are likely to result in mere engaging the students. Ravichandran P., Shah A. K. 2020, describe Domestic violence and child abuse during the COVID-19 lockdown in India. Violence and child abuse are on the rise as the perpetrators are many a time at home or in the neighbourhood, which is a mental distraction and threat to the learners (With students now experiencing homeschooling during this COVID-19 pandemic, conducive environment at home for all standards and socio-economic conditions is not uniform. In Bhutan, there are reports of students dropping out or opting to discontinue schooling. In South Africa, the digital learning divide has been highly evident. Learners from impoverished areas attend government-funded schools where education is free, but these schools are marked by dilapidated infrastructure, illiteracy, a lack of books, overcrowding, fewer teachers, and high dropout rates. The disparities that exist between fee and no-fee schools and private schools in terms of quality of education and access to resources ultimately determine the success or failure of the learner. Internet connectivity issues, limited data, and a lack of resources so the three main barriers to online learning for school children in impoverished areas (Sumitra Pokhrel, Roshan Chhetri, 2021). Schools in Nigeria are not left out in all these.

Murgatrot S. (2020, March) work '*COVID-19 and Online learning*', broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy. Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. Murgatrot, broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning, and educational policy. In Gombe State, there are substantial issues with a reliable Internet connection and access to digital devices. The economically backward children are unable to afford online learning devices. Also, online education poses a risk of exposure to increased screen time for the learners. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

Sintema, E. J. (2020) work on the 'Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education Background; distinguishes the high-influence practice principles of online progressed instruction and gives a logical examination to partners at schools to think driving on the internet preparing in relative conditions. The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. The Gombe experience is similar to Indian learners. Sumitra Pokhrel, Roshan Chhetri, 2021, research finding shows the negative experience of learners from rural villages in India where parents are mostly illiterate farmers. The majority of students do not have access to smartphones or TV at home in addition to poor Internet connectivity..

Therefore, there is a need for investing time and resources to explore and research the best alternatives for the educational needs (SEN) of learners while adhering to the COVID 19 protocol.

### Statement of Problem

The COVID-19 Pandemic has had severe psychosocial consequences on students in Gombe. Though many still display a great sense of disbelief about the existence of the virus. For many, the disruption of their regular academic and social activities may lead to anxieties and trauma that have negative effects on their everyday lives and if not addressed might affect their ability to perform effectively in



school virtually or physically. This is worsened when there is a near absence of ICT to provide online learning and poor capacity to mitigate its negative impact on students. The emotional anxiety due to regular NCDC reports, restriction in movements, ban on cluster events, difficulties in adjusting to COVID 19 protocols, and the loss of one's freedom to socialize are less visible than the physical scars can be devastating. Disruption to social relations, the anxiety and fears that accompany the event before, during, and the uncertainty about the future can render them helpless, and prevent them from taking care of themselves and their environment including practicing safety precautions. As a result, they are likely to lose hope for the future. If left unaddressed, the psychosocial effect of the pandemic may lead to distress, apathy, depression, frustration, aggression, and antisocial behavior, thereby increasing social tension, prolonging the recovery process, and weakening their resilience in the long term.

Online teaching, which is now the new norm has its challenges, ranging from lack of appropriate curriculum, unplanned school timetable, the unreliability of internet sources, poor electricity, overcrowded classes, untrained manpower, and the inability of parents and students to afford data usage. These and many more have made online teaching, not an option in most tertiary institutions in Gombe State, especially the public ones. The traditional face-to-face method which is prevalent is also an issue due to a large number of students in the class, poor adherence to COVID 19 protocol, poor access to protective prevention equipment, and poor monitoring framework to ensure compliance to COVID 19 protocol. Most importantly the inability of teachers to adopt appropriate pedagogical principles and approaches taking into cognizance the learning challenges due to COVID 19 becomes essential. It is therefore important to state that the current pedagogy for general studies can increase the vulnerability of Teachers and Students to COVID 19 infection.

#### **Purpose of the Study**

The purpose of this research is to help reinforce the resilience of students against anxieties and trauma caused by COVID-19 whilst strengthening their classroom performance through the adoption of appropriate pedagogy for general courses in tertiary schools in Gombe state

#### **Objectives**

##### **This study seeks to achieve these objectives**

1. Identify the level of students' knowledge of COVID 19, psychological and emotional challenges as well as their coping mechanisms in a classroom setting due to the pandemic.
2. Assess students' access to COVID 19 prevention information, testing, and vaccine in tertiary institutions.
3. Examine the current pedagogy adopted by teachers in delivering educational instruction under the pandemic.
4. Assess the effectiveness of the pedagogy in enhancing teaching and learning in tertiary institutions.

#### **SIGNIFICANCE OF THE STUDY**

This study will be relevant to students to bring to their sub consciousness their safety from the virus as they congregate in a confined space to learn. It will increase their knowledge base of the virus, its symptoms, prevention protocols, and commitment to COVID 19. The study will also benefit Teachers to develop, adapt and initiate the appropriate pedagogy to ensure that students and themselves remain safe during a class session. The finding will also benefit school administrators, managers, and supervisors in planning teaching and learning timetables as identified needs and issues will first be discussed with possible options that will help in planning school sessions to ensure observance of COVID 19 protocol in all classes not just general course of study. It will draw the attention of policymakers to develop policies that will ensure safety for students while learning is taking place during and after the pandemic that mitigates—not exacerbate—pre-existing health disparities and socioeconomic vulnerabilities. The study will keep policymakers abreast with emerging issues in school settings as this will equip them with adequate knowledge and information to develop policies for school responses to COVID 19.

The study will be beneficial to parents as it will equip them with knowledge of their expected roles to ensure that their children receive the right kind of knowledge and information to stay safe while at school. Further exploration and investigation of the monitoring tool to assess the effectiveness of pedagogy for general studies in tertiary institutions of learning is an area for research. Such research will find this study useful in reviewing related literature reviews and the methodology of data collection. The need for developing tools for authentic assessments of students' performance and timely feedback is found to be another area of study during this pandemic. Future researchers will equally benefit from this study.

#### **THEORETICAL FRAMEWORK**

The theoretical framework used for this proposal is the Socio-Ecological Framework (McLeroy, K.R., Bibeau, D., Steckler, A. & Glanz, K. 1988; Stokols 1992, 1996) which demonstrates that individual behavior and outcomes are influenced by their relationships, including



family and friends, school, and community, including features and access to where they live, work, and play, and by the larger social, political, and economic context. The socio-ecological framework acknowledges that while individual genetics, perceptions, beliefs, and behavior contribute to differential health outcomes, they should not be viewed without considering the individual's context. This study will use the socio-ecological framework as a guide to understanding not only the complexity of the response but also the place in which interventions or policy changes can occur to more equitably serve the local populations.

## METHODOLOGY

**Development of research tool (Questionnaire):** Questionnaire was developed by the Researcher and copies printed out. The research administration was undertaken by 12 research assistant. 2 university lecturers from Federal University of Kashere, Gombe, with 2 other experienced development workers. **Sampling:** We use snowball sampling to recruit students from the following population groups (women, young people, and people with disabilities). The research opportunity was also disseminated through radio advert radio, WhatsApp and SMS. We conducted approximately 20 IDIs per school. **Procedures:** 15 individuals were recruited and trained to conduct the IDIs. 9 individuals out of the group were trained to administer tools to the 2 groups and 3 cells. Kobo collect tool was used for collecting and analyzing data collected from the field, either offline or online. This stage of the research required Mobile phones to install the Kobo collect tool/, internet access and data to access and upload data collected.

## DISCUSSION

This study aimed to assess the knowledge, beliefs, and practices of students and teaching staff towards COVID-19 prevention in two tertiary institutions in Gombe State, Nigeria, specifically, the Federal College of Education Technical, Gombe and Gombe State University.

The findings suggest that there is a good level of awareness about the virus among the student population. 91% of respondents in Gombe State Federal College of Education Technical and 98% in Gombe State University were aware of them. From the study, most students in both institutions exhibited a positive attitude towards COVID-19, as evidenced by their belief in the existence and precautions taken to prevent infection, most students in both institutions reported using hand sanitizers, wearing face masks, and practicing social distancing. However, in Federal College of Education, 67% had not been tested for COVID-19, and 51% were not vaccinated. In Gombe State University, 78% had not been tested, and 55 students (69%) were not vaccinated. Also 87% teaching staff adopted at least one COVID-19 protocol in FCET, and 81% adopted at least one precautionary measure against COVID-19. Furthermore, 38% of teaching staff had been tested for COVID-19, and 43% had been vaccinated in GSU. The study also revealed that 63% of teaching staff's revealed availability of PPE during teaching. , the study also reveals that a significant proportion of teaching staff in both institutions still opted for traditional face-to-face teaching methods during the pandemic. 28% of the teaching staff across both institutions believed that students only partially complied with the protocols, and 7% believed that there was no compliance among students. 10% of the teaching staff across both institutions reported adopting no preventive measures. It is encouraging to see that teaching staff across both institutions have adopted strict adherence to COVID-19 protocols, including the use of face masks, social distancing, and hand sanitizers. This shows a strong commitment to the health and safety of students and staff. However, it is concerning that 10% of teaching staff reported adopting no preventive measures at all The project aimed at exploring an effective pedagogy for general studies courses during COVID 19 pandemic in 2 tertiary institutions in Gombe state. In terms of learning methods, 77.5% of (students in Federal College of Education Gombe preferred traditional face-to-face learning, while 21% of the students preferred online teaching. In Gombe State University 83% preferred traditional face-to-face learning, while 17% of students preferred online teaching. The results regarding student preferences for learning methods in both institutions provide valuable insights into how students prefer to receive their education. It is notable that a significant majority of students in both institutions prefer traditional face-to-face learning, which suggests that they value the social interaction and engagement that this method provides. The assumption that face-to-face learners enhances higher rates of retention and confidence in public speaking is further contested in the experimental method. The study used a controlled experimental design to compare the learning outcomes of students in the two modes of instruction. The study was conducted in one of the institutions Federal College of Education Gombe, and a total of 60 students from various departments were randomly assigned to three groups: traditional face-to-face instruction, online instruction, and blended learning. The same material was taught to all groups, and the same test was administered to all students. The test was designed to evaluate the students' understanding of the subject matter and was conducted under the same conditions. traditional face-to-face instruction involved a classroom setting where the instructor taught the material in person to the students. The data collected from the study was analyzed using a one-way ANOVA test. The analysis showed that there was a significant difference in the mean scores of the three groups of students. The results revealed that the students who received online instruction had a higher mean score ( $M = 14.72$ ) than the students who received traditional face-to-face instruction ( $M = 9.8$ ).



Additionally, the students who received blended learning ( $M = 16.575$ ) had higher mean scores than both the traditional face-to-face and online groups. This suggests that the blended learning approach was the most effective in terms of student learning outcomes.

### Recommendations

Efforts should be made to increase awareness and understanding of the seriousness of the virus and the importance of compliance with the protocols, as well as to increase testing rates among staff to detect and prevent the spread of the virus. From the finding above, it is important for institutions to continue exploring alternative teaching methods, such as online learning blended with face to face teaching, to ensure the safety of both their students and teaching staff.

However, there is room for improvement in terms of testing and vaccination rates, as well as the availability of PPE for students. Overall, the teaching environment during the pandemic presented unique challenges, but both institutions made efforts to prioritize the safety and well-being of their students and staff. The study suggests splitting students into smaller groups during face to face learning. The majority of teaching staff in both institutions did not consider traditional face-to-face teaching as an effective method during the pandemic, and there is a need for more diverse and effective teaching methods during the pandemic. These recommendations reflect the need for schools to adopt a multi-faceted approach to minimize the spread of COVID-19. Finally, there is a need for more comprehensive monitoring frameworks to ensure compliance with COVID-19 protocols during teaching periods.

### CONCLUSION

It has noted that there is a high level of awareness and adoption and complied with COVID-19 protocol among teaching staff and students. Most students still prefer traditional face-to-face because of the logistic and financial burden of associated with online teaching and learning during pandemic. However, some students expressed concerns about the adequacy of these measures and reported instances of non-compliance by their peers or instructors. A significant proportion of teaching staff in both institutions still opted for traditional face-to-face teaching. Finally the study showed that online teaching has higher learning outcome than the traditional face to face method, however a blended learning approach of face to face and online teaching is considered to produce much higher learning outcome and performance. This approach will reduce the number of face to face contact days reduce the fear of transmission of the virus.

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