

**ASSESSMENT OF STAFF AND SUDENTS' COMPLIANCE TO COVID-19 PROTOCOLS
IN THE BOSSO CAMPUS OF FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA.**

BY

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ABSTRACT

Education is a key ingredient for nation building, but even this powerful tool for growth can be brought to a standstill by natural disaster, war or a pandemic. This was and is the nature of impact exerted by the Corona Virus Disease 2019 (COVID-19) pandemic; it has sent millions of people to early graves and plunged many more into unforeseen hardship. In Nigeria, it overwhelmed the health sector, crippled economic growth and led to schools' closure for a period of ten months, which further revealed the dilapidation in the Educational sector, as many schools could not effectively switch from conventional to virtual classes. Upon schools' reopening, COVID-19 Protocols aimed at curbing the spread of the deadly virus were drafted out by the University Management, this study is an assessment of staff and students' compliance to these COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. It used a cross-sectional survey design where a research instrument titled 'COVID-19 Response Questionnaire' with 0.75 reliability coefficient index was administered to an accidental sample of 150 respondents from a population of 3,000. Descriptive statistics of Mean and Standard deviation was used to answer three research questions at the decision mean of 2.5. Results showed that staff and students do not comply with the COVID-19 Protocols, it also revealed some factors encouraging non-compliance and based on the findings, the Researcher recommended that a committee be put in place to actively monitor staff and students' compliance to COVID-19 Protocols and adequately discipline defaulters.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

COVID-19 pandemic is an ongoing global pandemic of Coronavirus Disease 2019 (COVID-19) caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). Coronavirus was first identified in December 2019 in Wuhan, China. On 30 January 2020, the World Health Organization declared a Public Health Emergency of International Concern regarding COVID-19, and subsequently declared a pandemic on 11 March 2020. As of 6 May 2021, more than 155 million cases have been confirmed globally, with more than 3.2 million deaths attributed to COVID-19 and a total of 1,170,942,729 vaccine doses administered across the world, making COVID-19 one of the deadliest pandemics in history. According to the Nigeria Centre for Disease Control (NCDC, 2020) a total of 1,939,165 samples have been tested, yielding 165,313 Confirmed Cases, 7,814 Active Cases, 155,434 Discharged Cases and 2,065 Deaths across the 36 states and the Federal Capital Territory.

The ongoing COVID-19 pandemic has negatively affected the lives of millions of individuals, in terms of their health, the global economy and their sources of livelihood. In a bid to curtail the pandemic, about 1.2 billion learners had to be put out of school, as 73.8% of the world's school populations were affected by school closures (UNESCO, 2020a). The impact of this on education access, its quality and equality is huge; it has also propelled the reshaping of education delivery across the world. The Federal Ministry of Education in Nigeria on 19 March 2020 approved the closure of all learning institutions in Nigeria (Nlebem, 2020). This abrupt closure of schools led to significant disruptions in the education system in Nigeria; including learning

modes, access to school related services, regular parenting routines, and crisis management capacities of the federal as well as state ministries of education. As at the time of writing of this report, students have been at home for over three months; causing relevant stakeholders to quickly adapt and come up with diverse approaches to reduce the potential learning slide resulting from the pandemic. According to a report by The United Nations Educational, Scientific and Cultural Organizations (UNESCO, 2020a), the lockdown measures (specifically closure of schools) has affected 36,400,000 learners in primary and secondary schools across Nigeria, not excluding those in internally displaced camps.

A small number of these learners – mostly those from financially privileged households - have access to quality learning opportunities from the comfort of their homes while the less privileged households have limited or no access to learning opportunities due to unavailability of smart phones or computers and internet services. Also, a large number of schools lack the financial and technical capacity to transition from in-school to remote learning facilitation. In order to bridge this gap, the Lagos State Ministry of Education released a schedule of radio and TV lessons for students in public schools but this attempt failed to achieve the desired results. The Nigerian ministry of education also introduced a ‘learn from home’ program to teach through radio and television, this initiative also failed. Clearly, this showed that the advent of the COVID-19 pandemic has not only revealed the poor state of infrastructure and facilities in the health sector of Nigeria but it has inevitably exposed the reality of the dilapidation and poor funding of the education sector. Other than the health sector, no more area has suffered the impact of COVID-19 like education. Many west-world countries have easily adapted and switched to virtual classes, but in Nigeria, it was not only difficult but also impossible to open our schools virtually due to the lack of facilities necessary to operate virtual classes such as poor internet connection,

unstable power supply, high cost of mobile data and other challenges; since the majority of Nigerians live below the poverty line. According to the National Bureau of Statistics (2019) the Executive Summary on Poverty and Inequality indicated that 40.1% of the population in Nigeria, Africa's most populous country and the biggest producer of oil in Africa, is classified as poor. That is, on average, 4 out of 10 Nigerians has per capita expenditure below \$400 and cannot afford televisions or radios. Hence, the COVID-19 pandemic presents unique challenges for Nigeria's already fragile education system (Obiakor & Adeniran, 2020). Prior to the pandemic, there was an estimated total of 10.2 million out-of-school children, and even more have dropped out due to the pandemic (UNESCO, 2020).

The necessity to protect education budgets has never been more urgent, as records show that for the past ten years the Nigerian education sector allocation has not reached the UNESCO recommendation of 10 to 15% of the budget in developing countries. This has resulted in teacher strikes at all levels of education in Nigeria, with other anomalies that have reduced the once-proud education sector into a complete laughing stock in international education rating standards. Basic Education in Nigeria is financed through concurrent-financing from the three tiers of government—federal, state, and local governments, with distinct financing mandates and responsibilities for each tier. The federal government provides 50% while the state and local government provide 30% and 20% respectively. Due to the heavy reliance on the federal account allocation, educational goals have become susceptible to challenges of national resource mobilization, expenditure management and unforeseen circumstances such as the COVID-19 pandemic and international oil price fluctuations (UNICEF, 2013). In 2020, the Federal Government of Nigeria allocated the sum of 568 billion naira (approximately 1.5 billion US dollars) to education. However, due to the economic impact of the COVID-19 pandemic, this

allocation was brought down to 509 billion naira (approximately 1.34 billion US dollars). This pressed public schools into dismissing hundreds of temporary staff members and skyrocketed students' school fees in various institutions, thereby increasing the inequality in education. In addition, the attacks on education facilities in Northeast Nigeria have in no small way destroyed infrastructures worth billions of naira and also resulted in the deaths of countless students and teachers. These destroyed facilities require funding to rebuild as well as funding to employ more teachers, and to strengthen the security measures in the affected areas so to assure the safety of teachers and learners.

Exactly ten months (19 March, 2020 to 18 January, 2021) of schools' closure in Nigeria ended as the federal government fixed 18 January, 2021 for school resumption across the country. In compliance to this directive, on 26 January 2021, the Federal Ministry of Education (FME) in consultation with the Presidential Task Force on COVID-19 (PTF-COVID-19) and the Nigeria Centre for Disease Control (NCDC) released the 'Guidance for Integrated Safe School Re-opening' which mandated schools across the country to resume academic activities as long as the published COVID-19 Protocols were strictly put in place and adhered to. Prior to this, the Academic Staff Union of Universities (ASUU) in Nigeria had embarked on a nine months strike, stretching from 23 March, 2020 to 23 December, 2020. This industrial action by ASUU, the COVID-19 lockdown measures and school closure exerted diverse pressure, strain and stress on the mental health of staff and students across the country, inevitably extending the graduation period of most students (particularly those in federal and state owned tertiary institutions) by not less than a year. Consequently, most students had gotten frustrated, depressed and academically rusty, some had switched their focus to learning a trade, honing a skill or picking up menial jobs while others became addicted to their phones, social media, movies, carried out random social

activities and participated in the once viral #EndSARS Campaign which aimed at an overhaul and restructuring of the Nigerian Police Force. Hence, the news of school reopening was welcomed with mixed emotions; for some it was joy, for others it was anxiety and worry. More so, the reopening was dependent on schools setting up COVID-19 Safety Protocols/Measures which staff and students are required to strictly adhere to, all in a bid to further curtail the spread of the deadly virus.

The Federal University of Technology, Minna, in compliance to the Ministry of Education's directives, put in place various structures (sanitization spots, hand washing points, COVID-19 banners and billboards, circulated COVID-19 Protocols, COVID-19 Oat form etc.) before welcoming students back on both campuses, these measures aim at drastically reducing, if not eliminating the spread of the virus in the school. Therefore, this study seeks to assess whether or not staff and students in the Bosso Campus of Federal University of Technology, Minna, comply with the set COVID-19 Protocols. The results of this study will help the management and staff of the University to come up with informed strategies and steps that will enhance compliance and a sense of responsibility amongst the staff and students as regards to the ongoing COVID-19 pandemic, thereby avoiding another shutdown of academic activities in schools.

1.2 Statement of the Research Problem

The Federal University of Technology (FUT), Minna, through the 'Office of the Registrar' in compliance to the 'Guidance for Integrated Safe School Re-opening' drafted out 'COVID-19 Protocols' to curb the spread of the deadly virus amongst her students on both Campuses. This necessitated the need for an Assessment of Staff and Students' Compliance to COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna.

It is important to note that, if this study reveals that staff and students in the Bosso Campus of Federal University of Technology, Minna, do not comply with the COVID-19 Protocols and little or no disciplinary actions are being meted on the defaulters or employed to set things right, such actions could create a surge in the number of COVID-19 cases in the school, state and country at large, ultimately leading to an inevitable closure of schools and a shutdown of academic activities for a second time, which will further cripple the Nigerian educational system and plunge us into a much deeper mess than the one we are currently struggling to overcome.

1.3 Aim and Objectives of the Study

The aim of this study was to carry out an assessment of staff and students' compliance to COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna. Specifically, the study sought to:

1. Determine whether or not students of FUT Minna comply with the COVID-19 Protocols set by the university authorities in line with the NCDC guidelines.
2. Find out some of the factors encouraging staff and students' non-compliance to the set COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna.
3. Determine whether staff (academic and non-academic) compliance to COVID-19 Protocols directly influences the students' compliance.

1.4 Research Questions

The following research questions were formulated by the researcher to guide this study:

1. Do students in the Bosso Campus of Federal University of Technology, Minna comply with the COVID-19 protocols set by the university management in line with the NCDC guidelines?
2. What are the factors encouraging staff and students' non-compliance to the set COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna?
3. To what extent does staff (academic and non-academic) compliance to COVID-19 protocols influence students' compliance in the Bosso Campus of Federal University of Technology, Minna?

1.5 Significance of the Study

The results of this study which seeks to assess the compliance of staff and students in the Bosso Campus of Federal University of Technology, Minna, to these COVID-19 protocols shall accrue many benefits to the students, staff (academic and non-academic), the university management, the surrounding communities and the state at large in the following ways:

The school: it shall provide credible data/information which will aid the school's COVID-19 Panel/Committee and the Management at large in making informed decision and deploying strategies that will enhance students' compliance to the COVID-19 Protocols.

The students: another set of interest group that will benefit from this study are the students who are the main focus of this study. This study will help show their level of compliance, the effects of non-compliance and hopefully trigger a positive mental attitude towards the set COVID-19 safety protocols in the school.

The staff (academic and non-academic): this study will create ample awareness amongst the members of staff to always lead by example, as their actions or inactions might have dire

consequences on the students in terms of their direct compliance to the COVID-19 Protocols put in place by the university management.

The state government: the last beneficiaries of this study shall be the Niger state government; this study shall provide them with ample data and basis for a further study or for implementing policies that will further help in curbing the spread of COVID-19 in the state, particularly through the tertiary institutions in the state.

1.6 Scope of the Study

This study is delimited to the assessment of staff (academic and non academic) and students' (undergraduates) compliance to the COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna. It shall focus strictly on staff (academic and non-academic) and students (undergraduates) using a sample population from within the Bosso Campus only. This study does not extend to examining staff (academic and non-academic) in the Gidan Kwanu Campus, visitors and post-graduate (master and doctorate) students' level of compliance to the COVID-19 protocols drafted out by the school authorities of Federal University of Technology, Minna in line with the NCDC guidelines.

1.7 Operational Definition of Major Terms

Case fatality rate: this is defined as the ratio of people who died from an infection (disease) to the total number of people that contracted the infection.

COVID-19: this stands for Corona Virus Disease 2019.

Epidemic: this is disease outbreak which spreads fast and affects many people at the same time in a geographical area.

Lockdown: this is a restriction of movement usually imposed by the government of a state or country in order to contain the spread of a communicable disease or stop unrest.

Pandemic: this is a disease outbreak which covers a large geographical location and mostly affects a large number of persons in the population.

Patient zero: this is the person recorded as the first to be infected with a disease in an outbreak.

Person-to-person transmission: this is when a disease is transmitted from one individual to another individual; it is in contrast to disease spread from animals to humans or from infected surfaces to humans.

PPE: this is an acronym which stands for Personal Protective Equipment; examples include facemasks, hand-sanitizers, gloves etc.

Social distancing: this is the practice of maintaining physical space from other people in order to curtail the spread of a disease.

CHAPTER TWO

LITERATURE REVIEW

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies on COVID-19 (its origin, diagnosis, prevention strategies etc) and the psychology of compliance. The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems. This is sub-divided into three sub-headings as follows: conceptual framework (review of related variables in the study), theoretical framework and empirical studies.

2.1 Conceptual Framework

2.1.1 The Virus: Classification and Origin

Coronavirus Disease from 2019 abbreviated 'COVID-19' was brought about by SARSCoV2 which denotes Severe Acute Respiratory Syndrome Coronavirus 2. It belongs to the family of Coronaviridae; which is further divided into 4 groups namely alpha coronavirus, beta coronavirus, gamma coronavirus and delta coronavirus (Burrell *et al.*, 2016) Its origin is still a debate in the science world as research are still ongoing in order to directly pinpoint how and when it really started, though the first recorded cases can be traced to a territory in China referred to as Wuhan (Hughes *et al.*, 2020).

2.1.2 Symptoms of the COVID-19

The symptoms of COVID-19 may affect different people in different ways, some people get infected but feel no symptoms (that is, they are asymptomatic), while most people tend to develop mild to moderate illness and some recover without hospitalization (WHO, 2020). The

most common symptoms of COVID-19 are fever, dry cough and fatigue. Other less common symptoms that affect some patients include; sore throat, loss of taste or smell, nasal congestion, conjunctivitis (red eyes), headache, muscle or joint pain, nausea or vomiting, diarrhea, different types of skin rashes and chills or dizziness. Symptoms indicating severe COVID-19 disease include the following; persistent pain or pressure in the chest, high temperature (above 38°C), shortness of breath, loss of appetite and confusion (WHO, 2020).

Other less common but notable symptoms of the COVID-19 disease are: reduced consciousness (mostly associated with seizures), anxiety, sleep disorder, irritability, and depression. More severe and rare neurological complications are brain inflammation, stroke, nerve damage and delirium (WHO, 2020).

2.1.3 Modes of Transmission of the COVID-19 Virus

The COVID-19 virus is mainly transmitted between humans through respiratory droplets and contact routes (Li *et al.*, 2020). An analysis of 75,465 COVID-19 cases carried out in China reported no airborne transmission (WHO, 2020). Droplet transmission usually occurs when an individual is in close contact (within 1 meter) with someone who has respiratory symptoms (e.g., coughing or sneezing) and therefore is at risk of getting his/her eyes or mouth and nose exposed to potentially infective respiratory droplets. Fomites in the immediate environment of an infected person may also enhance transmission of the virus. (Ong *et al.*, 2020). Hence, the spread of COVID-19 virus can happen through direct contact with infected people and/or indirect contact with objects used on the infected person (e.g., thermometer or stethoscope) and surfaces in the immediate environment of the infected person. Airborne transmission may occur in specific circumstances and settings where support treatments or procedures that generate aerosols (a

suspension of fine solid or liquid particles in gas, e.g., smoke, fog and mist) are performed; that is, open suctioning, disconnecting the patient from the ventilator, turning the patient to the prone position, manual ventilation before intubation, endotracheal intubation etc. From studies, there is some evidence that the COVID-19 infection may cause intestinal infection and be present in faeces. Regardless, to date only a single study has cultured the COVID-19 virus from a single stool specimen and there has been no report of faecal-oral transmission (Zang *et al.*, 2020).

2.1.4 COVID-19 Preventive Measures

The World Health Organization (2020) published the following preventive measure to help curb the spread of the deadly Coronavirus Disease 2019 (COVID-19):

- i. Always wear a facemask when physical distancing is not possible.
- ii. Regularly clean your hands. Use soap and water, or use an alcohol-based hand rub (hand sanitizers).
- iii. Keep and maintain a safe distance from anyone who is coughing or sneezing.
- iv. Avoid touching your eyes, nose or mouth.
- v. When you feel unwell, stay home.
- vi. If you have a cough, fever and difficulty in breathing, seek medical attention.
- vii. Cough or sneeze into a tissue or elbow.

Consistent usage of masks can go a long way to help prevent the spread of the COVID-19 virus but masks alone do not protect against COVID-19. Therefore the practice of using facemasks should be combined with proper hand hygiene and physical distancing.

2.1.5 COVID-19 Protocols of the Federal University of Technology, Minna, Niger state.

The Federal University of Technology (FUT), Minna, through the 'Office of the Registrar' in compliance to the 'Guidance for Integrated Safe School Re-opening' released on January 26, 2021 by The Federal Ministry of Education (FME) and partners, in consultation with the Presidential Task Force on COVID-19 (PTF-COVID-19) and the Nigeria Centre for Disease Control (NCDC), drafted out the COVID-19 Protocols below to curb the spread of the deadly virus prior to allowing students' return on both Campuses.

The Dos include the following:

- i. Maintain a 2 meters distance from others.
- ii. Always wear your face mask.
- iii. Use hand sanitizers and wash hands at regular intervals
- iv. Sneeze/cough into a tissue or elbow.
- v. Visit the school clinic whenever you feel sick and stay indoors
- vi. Always wear your ID cards.

The DON'Ts include the following:

- i. No squatting in the hostels.
- ii. Attending parties within and outside the school campuses are prohibited.
- iii. No going to television viewing centres.
- iv. No mass gathering.
- v. Do not hang the face mask on the chin.
- vi. No hugging, no handshaking.
- vii. Do not attend lectures/classes whenever you feel sick.

The school authority also through the 'Office of the Registrar' mandated students to print, sign and submit the 'Undertaking to comply with COVID-19 Guidelines and Protocols' form to their school secretary. This form emphasized that a student's failure to abide by the COVID-19 guidelines, protocols and requirements or failure to abide by any other University directive(s) incidental or related to them will result in a disciplinary action against the student which may lead to his/her dismissal from the University. It also emphasized that compliance to COVID-19 protocols is mandatory for staff and students both within and outside the University Campuses.

2.1.6 Treatments for COVID-19

Currently, there is still no specific antiviral treatment for COVID19 (Tang *et al.*, 2020). Most people usually have asymptomatic (they show no symptoms) or mild infection which can be home treated, in such cases, the infected individual(s) should self-isolate for not less than a week until full recovery is attained (Habibzadeh & Stoneman, 2020). On the other hand, some COVID-19 patients will require hospital care – even though the likelihood of this is very low for young and otherwise healthy individuals, but individuals who are more advanced in age, particularly those managing an underlying health condition are more at risk of severe or critical infections (Chen *et al.*, 2020).

2.2 Theoretical Framework

2.2.1 Social Psychology, Social Influence and Compliance

Social psychology has been defined as the scientific study of how the thoughts, behaviors and feelings of individuals become influenced by the actual, imagined, and implied presence of others; the 'imagined' and 'implied presences' refer to the internalized social norms that influence humans even when they are alone (Allport, 1985). Social psychology is rooted on the idea of

social influence. Social influence deals with the ways in which individuals change their behavior to meet the demands of a social environment. It takes different forms and can be seen in socialization, conformity, leadership, peer pressure, obedience, persuasion etc. Social influence typically spurns from a specific request, action, or command. Nevertheless, people also alter their attitudes and behaviors in response to their perception to what others might do or think. A Harvard psychologist by name Herbert Kelman in 1958 identified three broad varieties of social influence (Kelman, 1958):

1. Informative social influence: Herbert Kelman (1958) defined informative social influence as an influence to accept information from others as evidence about reality. Informational influence usually comes into play when people are uncertain, either because stimuli are naturally ambiguous or due to social disagreement. People are typically motivated to achieve their goals in the most efficient and accurate mode possible. When information is received, individuals need to accurately interpret and react to it, particularly when faced with compliance-gaining attempts since an inaccurate behavior could result in a great loss. Hence, people attempt to gain an accurate explanation of their situation so they may respond accordingly. Since individuals frequently get rewarded for acting in accordance with the beliefs, suggestions and commands of authority figures and/or social norms, they will be more likely to comply with an authority figure or group's orders and also carry out actions deemed correct by social norms primarily because of the assumption that they may be unaware of some important information. Therefore, the need to be accurate and the belief that others know something that one does not currently know often supersedes the one's personal opinion (Cialdini & Goldstein, 2004; Aronson *et al.*, 2010)

2. Normative social influence: In normative social influence, individuals conform (agree) to the positive expectations of others. Normative social influence mostly leads to public compliance,

while informational social influence leads to private acceptance (Kelman, 1958). In his study, Kelman noted that individuals are fundamentally motivated by the need for social approval through the maintenance of meaningful social relationships – the need to belong. He opined that this need motivates people to engage in behaviors that they believe will induce the approval of their peers. People are more likely to take actions to cultivate relationships with persons they like and/or wish to gain approval from.

3. Compliance: According to Aronson et al. (2010) compliance is a type of social influence where a person carries out or agrees to the request(s) of another. It is when people appear to agree with others but actually keep their dissenting opinions private. Compliance can also be seen as the act of favorably responding to a request made by others. It is mostly a change in behavior but not necessarily in attitude because a person can choose to comply out of mere obedience and opt to withhold his/her private thoughts as a result of social pressures (Aronson *et al.*, 2010). It is quite similar to obedience, but there is no order – only a request.

According to Breckler *et al.* (2006) compliance is simply a change in the behavior of a person that is requested by another person or group of persons. He also asserted that the individual acted in some way mainly because others requested it (but it was possible to refuse or decline the request). Situations calling for compliance take many forms. Examples include a friend's appeal for help, sheepishly prefaced by the question "Can you do me a favor?", the alluring ads that pop up in websites meant to trick individuals into visiting random commercial sites and the sentence "I have a sweet deal for you!" frequently used by marketers to pitch for business. In some cases the request can be up front and direct; what you see is what you get. But at other times, it is part of a subtle and more elaborate manipulation (Kassin *et al.*, 2011, p.271). According to a paper by Kelman in 1958, compliance can occur due to any of the following:

- i. Identification: this involves when people are influenced by someone who is liked and respected, such as a famous celebrity, a religious leader or a traditional ruler.
- ii. Internalization: this involves people accepting a belief or behavior and agreeing both publicly and privately. They agree to these beliefs totally with no reserve, a typical example is how religious people comply with their religious norms and will go all the way to defend them publicly and privately.

2.2.2 Techniques to ensure compliance from individuals

There are numerous techniques one can use to ensure compliance, some of them are explained below:

1. The Foot in the Door Technique: In utilizing this technique, you make a small request and when this is accepted, you proceed to make a much larger request. As a result of complying with the smaller request, the subject will be more likely to agree to the larger request as they tend to feel obligated to fulfill the additional favor (Burger, 1999)

Freedman and Fraser (1966) in their study asserted that agreeing to a small request increases the likelihood of agreeing to a larger one as long as the requests made are similar in nature. For example, a friend of yours missed the last Algebra class and asked to borrow your notes. This is as small request that seems reasonable, so you lend the notes to your friend. A couple of days later, the same friend asks to borrow all of your Algebra notes. This is large request in comparison to the first, but would you agree or not? This compliance technique is based on the principle of consistency (Petrova *et al.*, 2007); hence implying that as long as the request is consistent with or similar in nature to the original smaller request, the technique will mostly work. In a study by Sherman (1980) he asked residents in Indiana if they would volunteer to

spend 3 hours collecting for the American Cancer Society. After three days, a second experimenter called the same people and requested help for this organization. 31% of those who responded to the earlier request agreed to help. This is in contrast higher than the 4% of a similar group of people who volunteered to help when approached directly.

2. The Door in the Face Technique: This technique begins with an initial grand request. Usually such a request is expected to be turned down; thus, it is followed by a second, more reasonable request. This technique has proven decidedly more effective than foot-in-the-door since foot-in-the-door utilizes a gradual escalation of requests (Burger, 1986). Refusing an initially large request increases the probability of agreeing to a second, smaller request. Firstly you make a seemingly large request which a person can be expected to refuse, then you follow it through with a smaller request which the person will find difficult to refuse because they feel they should not constantly say No! For example, when negotiating a salary increase with your boss. First you make a request that might not be accepted by asking for a 20% raise in your salary. When this request (as expected) is refused, you then make a much more realistic request and ask for a 10% raise instead. According to a study made by Cialdini where he asked participants from control group 1 if they would accompany a group of young criminals to the zoo and as expected, most participants declined the request. From control group 2, Cialdini asked participants to spend 2 hours per week as a peer counselor to young criminals for around 2 years; again most said no. In an experimental condition, participants were asked to be peer counselors and then the request was downgraded to escort children to the zoo, 50% agreed to the request. It has been found from studies that the door-in-the-face technique yields high level of compliance only when the same person makes the request, and the requests are similar in nature (Cialdini *et al.*, 1975).

3. The Low-Ball Technique: In using this technique, compliance is gained by offering the subject (individual) something at a lower price and then increasing the initial price at the last moment, chances are, the individual will also comply to the new price since he/she feels a mental agreement had been reached (Guéguen, 2002; Cialdini & Goldstein, 2004). Make a simple request; once the subject (individual) will agree to, and then you modify the request, this will trick the subject into accepting more than they initially would have. A typical example is the transaction between a car buyer and the salesman, an initial selling price is agreed by both parties but then, the salesman has to confirm with the manager to check if the agreed price is good. The buyer waits thinking he/she has secured a good deal, only for the salesman to return and say the manager would not agree to the deal and therefore raises the initial price.

In a study carried out by Cialdini (1978), he asked participants (students) from the control group to participate in a psychology experiment that was slated to commence at 7am but most of them declined the request. Without disclosing the start time, he then asked participants (students from the experimental group) whether they would participate in a psychology experiment, most participants accepted the request. After a while the participants were told the start time and given the option to drop out if they so desired but only a few did, since 95% turned up for the experiment. The low-ball technique operates mainly on the principle of commitment; when an individual agrees to a request, he commits to it and therefore will more likely accept further changes down the line.

4. Ingratiation: In this technique, you gain a subject's approval so they will be more open to accepting your request (demands) when you make one. A form of ingratiation is flattery - which is the act of giving excessive compliments to someone in order to ingratiate oneself with him/her,

others are opinion conformity and self-presentation (Burnstein & Eugene, 1966; Yukl & Tracey, 1992; Gordon, 1996)

5. Norm of reciprocity: This technique thrives on the assertion that people will more likely accept your requests if you have granted them one in the past. It asserts that compliance is more likely to occur when the person/people intending to gain compliance had previously complied with the subject's requests (Burger *et al.*, 2009).

2.2.3 Underestimation of Compliance Effect

Research also indicates that people tend to underestimate the likelihood that other individuals (stranger) will comply with requests - called the underestimation of compliance effect (Deri, 2019). People significantly underestimate the extent to which strangers will comply with their requests as they mostly believe only friends and family members will comply with their requests, but in practice this has proven to be false (Deri, 2019).

2.2.4 Controversies surrounding compliance

While there is some debate over the idea and power of compliance as a whole, the main controversy stemming from the subject of compliance is that people are capable of misusing and abusing compliance techniques to gain advantages over other individuals for selfish and destructive purposes. Compliance techniques and strategies can make someone to be more easily persuaded towards an action or a belief (whether or not they privately accept it); this is mainly based on the psychological processes of social influence (Aronson, 2010). Hence, individuals may be unconsciously manipulated into carrying out actions they normally would not normally agree to. A specific example is the usage of compliance techniques by lawyers in the courtroom to gain favorable responses which ought to be based on hard facts and justice, not mere

persuasiveness, a prosecutor might use ingratiation to flatter a jury or cast an impression of his authority, thereby affecting the outcome of trials unfairly (Gold, 1987).

2.3 Empirical Studies

Ezeibe *et al.* (2020) examined ‘political distrust and the spread of COVID-19 in Nigeria’, their study utilized qualitative mixed method approach comprising telephone interviews and a survey of 120 educated Nigerians selected from 4 COVID-19 most affected states including Lagos, Oyo, Kano and Rivers as well as the Federal Capital Territory, Abuja. The study concluded that political corruption motivates large-scale political distrust and this in turn weakens the compliance of the masses to government set protocols and therefore speeds up the spread of the virus in Nigeria. The paper concludes that improving government accountability in the public sector management is relevant for building public trust, promoting citizens' compliance to COVID-19 safety measure and mitigating the spread of the pandemic in Nigeria and beyond.

Teslya *et al.* (2020) in their study of the ‘impact of self-imposed prevention measures and short-term government imposed social distancing on mitigating and delaying a COVID-19 epidemic’, suggested that information dissemination about COVID-19 that will lead to the adoption of regular hand-washing, routine mask-wearing, and conscious social distancing will yield great benefits in curbing the virus spread. They further opined that early initiated short-term government-imposed social distancing can buy time for healthcare systems to prepare for an increasing COVID-19 burden. They stressed the importance of disease awareness in controlling the ongoing epidemic and recommend that, in addition to policies on social distancing, governments and public health institutions mobilize people to adopt self-imposed measures with proven efficacy in order to successfully tackle COVID-19.

Anabaet *al.* (2021) in their study titled ‘Nigeria and the Coronavirus Pandemic’ envisaged economic recession as a result of the COVID-19 outbreak. This they explained by predicted decline in household consumption due to economic hardship; hence, consumers will only spend on food and other survival items. Expectedly, corporate firms may embark on salary cuts and disengagement of staff as a result of decrease in revenue and uncertainty in the economy. Taking into consideration the uncertainty that relates to the pandemic and the negative profit outlook on possible investment projects, firms are likely to hold off on long-term investment decisions. This decision may be due to the inability to project how long the pandemic will linger, and uncertainty in government policies during and after the pandemic. The government is expected to proactively roll out more fiscal stimulus measures to resuscitate the economy. To this effect, they foresee the government soliciting support from international communities and approaching international markets for loan facilities. It is believed that Nigeria will win the battle against COVID-19, if there is political, economic, social and religious will to win this battle. Also, adherence to professional guidance from credible institutions (WHO, CDC, NCDC, UNICEF etc.) will help the country win this battle.

2.4 Summary of Literatures Reviewed

This chapter reviewed related literatures on Coronavirus Disease 2019 (COVID-19), its classification and origin, symptoms, modes of transmission, preventive measures and treatments. It also clearly reviewed in details the COVID-19 Protocols of the Federal University of Technology, Minna, Niger state and the undertaken to comply with COVID-19 protocols and guidelines. Theoretical works ranging from social psychology, social influence, and compliance (its techniques, applications, and controversies) were also discussed. Finally, empirical studies relating to the research work were also discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the techniques adopted by the researcher in collecting and analyzing data relevant to this research, that is, Assessment of Staff and Students' Compliance to the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. The study is a survey research and questionnaire method of data collection was used to collect information from the staff (academic and non-academic) and undergraduate students in the Bosso Campus of Federal University of Technology, Minna.

3.1 Research Design

This study used a cross-sectional survey research design where questionnaire data collection method was used to retrieve relevant data and information on staff and students' compliance to COVID-19 protocols in Federal University of Technology, Minna. Duplicates of the instrument were distributed to staff (academic and non-academic) and undergraduate students from within the Bosso Campus. The respondents were required to kindly fill out the contents of the questionnaires (directly generated from the Research Questions), and submit back the filled questionnaires to the researcher for data analysis.

3.2 Population of the Study

The population of this study consists of 3,000 staff and undergraduate students in the Bosso Campus of Federal University of Technology, Minna. The choice of the selected population was based on the fact that 'all staff and students' were required to comply with the set COVID-19 protocols with no exemptions (no special cases).

3.3 Sample and Sampling Technique

The sample size for this study which consists of 150 staff and undergraduate students from within the Bosso Campus of Federal University of Technology, Minna, was drawn using accidental sampling technique (also called convenience sampling); which is a type of non-probability sampling which involves the sample being drawn from that part of the population which is readily available and convenient. It was adopted because the drafted out COVID-19 Protocols applies to both staff and students equally, regardless of their department, level, rank, faculty, gender, religion etc.

3.4 Research Instrument

A research instrument titled ‘COVID-19 RESPONSE QUESTIONNAIRE (CRQ)’ was used for collecting relevant data that will aid in assessing staff and students’ compliance to COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. ‘Section A’ consists of the respondent’s personal data and was designed to collect such information as gender, age group and school (faculty) of the respondents, while ‘Section B’ consists of the various questionnaire items the respondents were required to either agree or disagree with. The questionnaire used a 4-point response scale from which respondents were required to tick the columns that best corresponded with their views.

3.5 Validity of the Research Instruments

Absolute care was taken in the process of validating the questionnaire. First, the instrument draft was taken to lecturers in the School of Science and Technology Education (SSTE) of the Federal University of Technology, Minna which comprises of the departments of Science Education, Educational Technology and Industrial Technology Education. These lecturers carefully carried

out face and content validity on the instrument; made corrections where necessary and signed and completed the 'Research Instrument Validation Form'. The Researcher implemented the corrections made by the validating lecturers and further sent the updated instrument draft to the supervisor of the study; whose comments, observations and corrections were also used to readjust the instrument to research standard before they were administered to the respondents (staff and students).

3.6 Reliability of the Research Instrument

The reliability of the instrument was determined by selecting 20 students from within the three schools consisting of males and females to carefully examine the reliability of the instrument. A reliability coefficient of 0.75 was gotten using internal consistency technique, precisely Cronbach's alpha formula.

3.7 Method of Data Collection

First, permission was sorted from the University Administrator. Thereafter copies of the questionnaire were directly administered to the respondents (staff and students) who completed and returned the filled out questionnaires to the Researcher. The retrieved completed copies of the questionnaires containing staffs and students' responses were used for the data analysis.

3.8 Method of Data Analysis

Data collected after the administration of research instrument was analyzed using descriptive statistics. Descriptive statistics Mean and Standard deviation was used to answer the research questions at the decision mean of 2.5.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and interprets results of the data collected from ‘Chapter Three’ above. In order to effectively carry out a study on ‘Assessment of Staff and Students’ Compliance to COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna’, carefully drafted out research instruments titled ‘staff and students’ questionnaire’ were administered to a sample of 150 staff and students from within the Bosso Campus using the ‘accidental sampling’ technique. These questionnaires were retrieved and SPSS software was used to analyze the mean, standard deviation and percentage of the responses. Mean values of 2.5 above were accepted while mean values below 2.5 were rejected.

4.1 Answers to Research Questions.

4.1.1 Research Question 1:

Do students in the Bosso Campus of Federal University of Technology, Minna comply with the COVID-19 protocols set by the university management in line with the NCDC guidelines?

Table 4.1: Table showing analysis of Research Question 1

S/N	Items	SA	A	D	SD	Mean	Std.D	Remark
1	Students properly wear facemasks within the university campus.	12 8%	47 31.3%	81 54%	10 6.7%	2.41	0.734	Rejected
2	Hand-washing is a regular practice imbibed by the students within the university campus.	6 4%	27 18%	98 65.3%	19 12.7%	2.13	0.672	Rejected
3	Students maintain a 2 metres distance within the university premises.	6 4%	17 11.3%	102 68%	29 19.3%	1.95	0.600	Rejected

4	Students avoid handshakes, hugs and all forms of close body contacts within the university campus.	2 1.3%	12 8%	104 69.3%	32 21.3%	1.89	0.581	Rejected
5	Students in the hostels strictly adhere to the 'no squatting' rule.	6 4%	68 45.3%	54 36%	22 14.7%	2.39	0.784	Rejected
Grand Mean						2.154	0.674	Rejected

From Table 4.1 above, Item 1 shows a mean rating of 2.41 which indicates that students do not properly wear facemasks within the university campus, Item 2 with a mean value of 2.13 disagrees that hand-washing is a regular practice imbibed by students within the university campus. Item 3 has a mean rating of 1.95 which disagrees that students maintain a 2metres distance within the university premises while Item 4 showed a mean rating of 1.89, the also disagree to that students avoid handshakes, hugs and all forms of close body contact within the university campus. Finally, Item 5, with a mean of 2.39 disagrees that students in the hostel strictly adhere to the 'no squatting' rule as required by the university management.

The Grand Mean of Table 4.1 shows a mean rating of 2.154 and this disagrees with Research Question 1, hence, implying that students in the Bosso Campus of Federal University of Technology, Minna do not comply with the COVID-19 protocols set by the university management in line with the NCDC guidelines.

4.1.2 Research Question 2:

What are the factors encouraging staff and students' non-compliance to the set COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna?

Table 4.2 Table showing analysis of Research Question 2

S/N	Items	SA	A	D	SD	Mean	Std.D	Remark
1	Cost of disposable facemasks encourages non-compliance to the COVID-19 Protocols.	17 11.3%	73 48.7%	50 33.3%	10 6.7%	2.65	0.770	Accepted
2	Unavailability of non-contact infrared forehead thermometers at the school gate encourages non-compliance to other COVID-19 Protocols.	18 12%	108 72%	21 14%	3 2%	2.94	0.582	Accepted
3	Most students believe COVID-19 in Nigeria is a media propaganda and hence do not comply with the COVID-19 Protocols.	41 27.3%	86 57.3%	19 12.7%	4 2.7%	3.09	0.708	Accepted
4	Hand sanitizing points with empty sanitizer containers contribute to non-compliance to COVID-19 Protocols.	30 20%	103 68.7%	10 6.7%	7 4.7%	3.04	0.674	Accepted
5	Lack of disciplinary measures meted on defaulters encourages non-compliance to COVID-19 Protocols.	46 30.7%	91 60.7%	8 5.3%	5 3.3%	3.19	0.679	Accepted
Grand Mean						2.982	0.683	Accepted

From Table 4.2 above, Item 1 with a Mean of 2.65 clearly agrees that the cost of disposable facemasks encourages staff and students' non-compliance to the COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna. Item 2 shows a mean rating of 2.94, this agrees that the unavailability of non-contact infrared forehead thermometers at the school gate encourages staff and students non-compliance to other COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. Clearly, Item 3 with a mean rating of 3.09 agrees that most students believe COVID-19 is a media propaganda and hence do not comply

with the COVID-19 Protocols. Item 4 shows a mean rating of 3.04, this agrees that hand-sanitizing points with empty sanitizer containers contribute to staff and students' non-compliance to COVID-19 Protocols with the Bosso Campus of Federal University of Technology, Minna. The last Item from Table 4.2 above, that is, Item 5, shows a mean rating of 3.19 and this agrees that the lack of disciplinary measures meted on defaulters (staff and students) encourages non-compliance to COVID-19 Protocols with the Bosso Campus of Federal University of Technology, Minna.

The Grand Mean from Table 4.2 above, shows a rating of 2.982 and this directly agrees that Items 1 – 5 of Table 4.2 are some the factors encouraging staff and students' non-compliance to the COVID-19 Protocols in the Bosso campus of Federal University of Technology, Minna. Hence, it answers Research Question 2.

4.1.3 Research Question 3:

To what extent does staff (academic and non-academic) compliance to COVID-19 protocols influence students' compliance in the Bosso Campus of Federal University of Technology, Minna?

Table 4.3 Table showing analysis of Research Question 3

S/N	Items	SA	A	D	SD	Mean	Std.D	Remark
1	Lecturers' proper and regular use of facemasks within the university campus will encourage students' compliance to the use of facemasks.	27	107	9	7	3.03	0.655	Accepted
		18%	71.3%	6%	4.7%			

2	Non-enforcement of COVID-19 Protocols by the Security Staff beyond the school gate encourages students' non-compliance.	31 20.7%	95 63.3%	19 12.7%	5 3.3%	3.01	0.685	Accepted
3	Staff (academic and non-academic) maintaining social distancing of 2 metres or more will encourage students' to observe social distancing.	19 12.7%	120 80%	9 6%	2 1.3%	3.04	0.490	Accepted
4	Regular hand sanitizing by staffs (academic and non-academic) will influence students to sanitize their hands too.	18 12%	117 78%	14 9.3%	1 0.7%	3.01	0.491	Accepted
5	Staff' compliance to the COVID-19 Protocols directly influences students' compliance to the COVID-19 Protocols.	56 37.3%	80 53.3%	6 4%	8 5.3%	3.23	0.761	Accepted
Grand Mean						3.064	0.616	Accepted

From Table 4.3 above, Item 1 shows a mean rating of 3.03 which indicate agrees that Lecturers' proper and regular use of facemasks with the university campus will encourage students' compliance to the use of facemasks. Item 2 of Table 4.3 shows a mean of 3.01, the reading agrees that the non-enforcement of COVID-19 Protocols by the members of the security staff beyond the school gate encourages students' non-compliance to the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. Item 3 with a mean rating of 3.04 also agrees that staff (academic and non-academic) maintaining social distancing of 2 metres or more will encourage students' to observe social distancing within the university campus. Item 4 shows a mean rating of 3.01 and this agrees that regular hand-sanitizing by staffs (academic and non-academic) will influence students to sanitize their hands too. Finally, Item 5 with a mean

rating of 3.23 agrees that staff compliance to the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna, directly influences students' compliance to the COVID-19 Protocols.

The Grand Mean from Table 4.3 shows a rating of 3.064, this implies that staff (academic and non-academic) compliance to the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna, to a high extent influences students' compliance to the COVID-19 Protocols.

4.2 Discussion of Results

In answering Research Question 1, this study revealed that students do not comply with the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. This anomaly if not promptly corrected could inevitably make the university ground a conducive environment for the COVID-19 virus to thrive should a positive case be confirmed. If this happens, then another schools' closure would be the least of our problems. From Table 4.1 above, we clearly see that not one item under research question1 returned a favorable result and this is alarming.

Some of the factors encouraging staff and students' non-compliance to the COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna, were confirmed by results from the data analysis carried out on the items of Research Question 2. These factors were shown to include cost of disposable facemasks, unavailability of non-contact infrared forehead thermometers at the school gates and within the university campus, most students' misguided belief that COVID-19 in Nigeria is a media propaganda and therefore non-existent, hand

sanitizing points with empty sanitizer containers, lack of disciplinary measures meted on defaulters (staff and students).

According to Ezeibe *et al.*, (2020) political corruption undermines public compliance to government protocols. Similarly, the university managements' seeming reluctance to discipline staff members and students who consistently break COVID-19 Protocols will only result in further non-compliance. From Table 4.3, results of data analysis returned on Research Question 3, clearly show that staff (academic and non-academic) compliance to COVID-19 Protocols in the Bosso Campus of Federal University of technology, Minna, to a high extent influences students' compliance to the COVID-19 Protocols. Hence, it is expedient for the University Management and COVID-19 panel to act and carry out their duties without bias.

4.3 Summary of Findings

Results of this study revealed that students in the Bosso Campus of Federal University of Technology, Minna, do not comply with the COVID-19 Protocols drafted by the University Management, directly implying that members of staff (academic and non-academic) also do not comply with the COVID-19 Protocols. The latter assertion is based on the findings from Research Question 3, which revealed that staff compliance directly influences students' compliance. Hence, to ensure students' compliance, members of staff must have to consciously monitor and ensure their own compliance. The study further revealed some factors responsible for staff and students 'on-compliance to the COVID-19 Protocols, some of which are cost of disposable facemasks, empty sanitizer containers, little or no disciplinary measures meted on defaulter, and the belief that COVID-19 is non-existent in Nigeria amongst others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, conclusions from the study, recommendations arising from the findings as well as suggestions for further research are carefully presented.

5.1 Summary

This research work is an Assessment of Staff and Students' Compliance to COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna. It is comprised of five (5) chapters summarized below:

Chapter one discussed in details the background to the study, statement of the research problem, aims and objectives of the study, research questions, significance of the study, and concluded with the scope and limitations of the study.

Chapter two extensively reviewed related literatures; the review was broken down into three phases:

- Conceptual framework: here COVID-19, its origin, symptoms, modes of transmission, preventive measures and treatments as laid out by the Ministry of health in conjunction with the Nigeria Centre for Disease Control (NCDC) were discussed.
- Theoretical framework: this mainly reviewed literature on social psychology, social influence, compliance, techniques to ensure compliance, estimation of compliance effect, and controversies surrounding compliance.
- Empirical framework; here, related studies on COVID-19 and Compliance carried out by other researchers in the past were reviewed.

Chapter three comprises of the research methodology used by the researcher at the course of carrying out this study. Here the research design (cross-sectional design), population of the study, the sample (150 respondents – staff and students) and sampling technique (accidental sampling technique), validity of the research instrument, reliability of the instrument, method of data collection and method of data analysis were discussed.

In Chapter four, the data collected by means of questionnaires were analyzed and descriptive statistics of mean and standard deviation was used to answer the research questions at a decision mean of 2.5. The results were further presented using tables, interpreted, discussed and summarize.

Finally, Chapter five contains the summary of the study, conclusions drawn from the study, recommendations put forward by the Researcher, limitations of the study and a list of suggestions for further studies made by the Researcher.

5.2 Conclusion

The following conclusions were made from the findings of this study:

- i. Students in the Bosso Campus of Federal University of Technology, Minna, do not comply with the COVID-19 Protocols set by the university management and little or nothing is being done to checkmate the anomalies.
- ii. Some of the factors encouraging staff and students' non-compliance to the COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna were found to include; cost of disposable facemasks, unavailability of non-contact infrared forehead thermometers within the university campus, the belief held by most students

- that COVID-19 does not exist in Nigeria, consistently empty sanitizer containers, lack of disciplinary measures meted on defaulters (staff and students) amongst others.
- iii. Staff (academic and non-academic) compliance to COVID-19 Protocols within the Bosso Campus of federal university of Technology, Minna, directly influence students' compliance.

5.3 Recommendations

The following recommendations were put forward by the Researcher based on the findings of this research work:

- i. The university management should set up and consistently monitor a committee to aid and enforce compliance within the university campus. This committee should be tasked with and empowered to create and implement disciplinary measures for staff and students, carryout COVID-19 sensitization programs for staffs and students, review and regularly assess compliance level within the university campus. The committee should also work closely with the security staff to achieve their aims.
- ii. The federal government, state government and the university management should budget for and provide funds for the acquisition of facemasks (to be sold at affordable prices to staff and students), non-contact infrared forehead thermometers, mass-production of customized hand-sanitizers to be sold to and made mandatory for staff and students.
- iii. Lecturers should ensure social distancing is observed in lecture halls, they should also consciously enforce compliance to the COVID-19 Protocols within the university campus (in and out of lecture halls, laboratories and classrooms).

- iv. Staff (academic and non-academic) should ensure they comply to the COVID-19 Protocols, as their actions and inaction in this regards directly influences the students' compliance.
- v. The Niger state government should speed up efforts to effectively vaccinate students; they should also enforce and ensure residents' compliance to COVID-19 Protocols outside the university campus (the state at large).

5.4 Limitation of the Study

The major limitation to this study was time-constraints and the abridged semester length. Another limitation encountered while carrying out this study was the attitude of some respondents to the Research Instrument.

5.5 Suggestion for Further Studies

- i. A study to assess compliance to COVID-19 Protocols within other tertiary institutions in Niger state should be carried out, as this study is delimited to the Bosso Campus of the Federal university of Technology, Minna.
- ii. A research study on the effect of the COVID-19 Pandemic on Students' Mental Health and Academic Performance is also suggested.

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APPENDICES

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE.

COVID-19 RESPONSE QUESTIONNAIRE (CRQ)

The purpose of this questionnaire is to carry out an Assessment of Staff and Students' Compliance to COVID-19 Protocols in the Bosso Campus of Federal University of Technology, Minna.

The questionnaire is purely for research purpose and as such, any information supplied will be treated as strictly confidential.

Your co-operation is hereby gratefully acknowledged. Please complete the following.

SECTION A

Instruction: Please tick appropriately [✓] in the box provided against your chosen answer.

1. Gender: (a) Male [] (b) Female []
2. Age Group: (a) 15 – 24years [] (b) 25 – 34years [] (c) 35years and above []
3. Position: (a) Academic Staff [] (b) Student [] (c) Non-Academic Staff []
4. School: (a) SSTE [] (b) SPS [] (c) SLS [] (d) Others []

SECTION B

Research Question 1: Do students in the Bosso Campus of Federal University of Technology, Minna comply with the COVID-19 protocols set by the university management in line with the NCDC guidelines?

Please tick appropriately in the column that corresponds with your view.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1	Students properly wear facemasks within the university campus.				
2	Hand-washing is a regular practice imbibed by the students within the university campus.				
3	Students maintain a 2 metres distance within the university premises.				
4	Students avoid handshakes, hugs and all forms of close body contacts within the university campus.				

5	Students in the hostels strictly adhere to the ‘no squatting’ rule.				
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Research Question 2: What are the factors encouraging staff and students' non-compliance to the set COVID-19 protocols in the Bosso Campus of Federal University of Technology, Minna?

6	Cost of disposable facemasks encourages non-compliance to the COVID-19 Protocols.				
7	Unavailability of non-contact infrared forehead thermometers at the school gate encourages non-compliance to other COVID-19 Protocols.				
8	Most students believe COVID-19 in Nigeria is a media propaganda and hence do not comply with the COVID-19 Protocols.				
9	Hand sanitizing points with empty sanitizer containers contribute to non-compliance to COVID-19 Protocols.				
10	Lack of disciplinary measures meted on defaulters encourages non-compliance to COVID-19 Protocols.				

Research Question 3: To what extent does staff (academic and non-academic) compliance to COVID-19 protocols influence students' compliance in the Bosso Campus of Federal University of Technology, Minna?

11	Lecturers' proper and regular use of facemasks within the university campus will encourage students' compliance to the use of facemasks.				
12	Non-enforcement of COVID-19 Protocols by the Security Staffs beyond the school gate encourages students' non-compliance.				
13	Staff (academic and non-academic) maintaining social distancing of 2 metres or more will encourage students' to observe social distancing.				
14	Regular hand sanitizing by staffs (academic and non-academic) will influence students to sanitize their hands too.				
15	Staffs' compliance to the COVID-19 Protocols directly influences students' compliance to the COVID-19 Protocols.				

RESEARCH INSTRUMENT VALIDATION FORM

Sir/Ma,

The candidate _____ with Admission Number _____ is a student of the department. You are requested to make amends or inputs that will improve the quality of the instrument. Your professional expertise is expected to assist the researcher towards the award of the degree.

Thank you.

Head of Department
Science Education
Fed. University of Technology
Minna

Dr. Rabiu M. Bello

HOD (Signature, Date & Official stamp)

Title of the Research Instrument: Assessment of students' Compliance to Covid-19 Protocols in Federal University of Technology Minna Using Bosso Campus as a case study

SECTION A

1. Appropriateness of the Research Instrument title: The title needs some modification
2. Suggest amendment if not appropriate: Assessment of Students' Compliance to Covid-19 Protocol in Federal University of Technology Minna
3. Completeness of Bio-data Information: The Bio-data is good for the level.
4. Suggest inputs if incomplete Nil
5. Suitability of items generated The items are suitable.
6. Structure of the questionnaire/ test items generated The structure of the questions are okay.
7. Structure of the instrument in line with the objectives of the study. Yes the are in line with the objectives
8. Items coverage and distribution across constructs and domains measured The items covered and distributed across the domains.
9. Appropriateness of the instrument in relation to the type of data to be collected Appropriate in relation to the type of data collected
10. What is the general overview and outlook of the instrument? It is good if the researchers can collect the feedback.
11. Rate the Instrument between 1-10 8

RESEARCH INSTRUMENT VALIDATION FORM

Sir/Ma,

The candidate _____ with Admission Number _____ is a student of the department. You are requested to make amends or inputs that will improve the quality of the instrument. Your professional expertise is expected to assist the researcher towards the award of the degree.

Thank you.

Dr. Rabiu M. Bello

HOD (Signature, Date & Official stamp)

Head of Department
Science Education
Fert. University of Technology
MINNA

Title of the Research Instrument: _____

SECTION A

1. Appropriateness of the Research Instrument title: little modification include staff and students on the title
2. Suggest amendment if not appropriate: _____
3. Completeness of Bio-data Information: Satisfactory
4. Suggest inputs if incomplete See 1 above
5. Suitability of items generated Satisfactory
6. Structure of the questionnaire/ test items generated Satisfactory
7. Structure of the instrument in line with the objectives of the study. Satisfactory
8. Items coverage and distribution across constructs and domains measured adequate
9. Appropriateness of the instrument in relation to the type of data to be collected adequate
10. What is the general overview and outlook of the instrument? appropriate
11. Rate the Instrument between 1-10