



THE IMPACT OF COVID-19 PANDEMIC ON CURRICULUM PLANNING AND ACADEMIC WELLBEING OF STUDENTS; A CASE STUDY OF DELTA STATE.

ABSTRACT

A survey research design was adopted for this study. This research work was carried out in Delta State, South-South Region of Nigeria. There are a total number of 384 participants comprising of 115 students, 106 parents, 77 lecturers, 58 teachers and 28 school administrators. Because of the closure of schools, the respondents were sample using structured

***MR. ICHAZU KINGSLEY; & **MR. UGBOME GEORGE**

**Department of Educational Foundations and Administration, College of Education Agbor, Delta State. **School of Early Childhood and Primary Education, College of Education Agbor, Delta State*

Introduction

The coronavirus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. Of these, more than 160 million were students in Africa. Messina and García, (2020) had opined that inside the sphere of Education, some of the measures that the African's nations have adopted in response to the disaster are associated with the suspension of face-to-face education at all level, which has given rise to 3 major areas of action: the



deployment of distance education of modalities through an expansion of formats and platforms (with or without the use of technology); the assistance and mobilization of education personnel and groups; and situation for the health and usual well-being of college students.

Academic planners and school management adherence to instructional calendar has been substantially impacted by way of this inimical occasion. complementing this stand point, Aiyedun (2020) argued that the shutdown of primary educations and tertiary institutions as a part of the federal government measures to reduce the spread of the virus inside the country, first, in Lagos, Kano and the Federal Capital Territory (FCT Abuja), and afterward which it was extended to all the states of the federation has especially interrupted the

Google forms which were administered via social media using the Google form link. The structured questionnaire, titled the Impact of Covid-19 Pandemic on Curriculum Planning and Academic Wellbeing of Students Questionnaire' (ECPCAWSQ) was used for obtaining information for the study. The reliability of the instrument was determined through the test re-test method. Data collected were analyzed using simple percentage. Findings revealed that the continued closure of schools has left basic education in the country in a dire situation complicating the already ill equipped, confusing and unhelpful learning environment, and disintegration of unstable Nigerian academic calendar. Based on the result, the immediate and long-term impacts of the continued closure of Nigerian schools were predicted to be loss of businesses and sources of income for traders and business men and women; massive drop out of school children and low enrolment in the post-COVID-19 era; most significantly, disengaging students from the formal learning process may have potential cost of reversing gains in learning results.

Keywords: *Impact, COVID-19, Curriculum Planning, Academic Calendar, Students' academic wellbeing.*



instructional calendar and affected academic syllabus for the period. Most importantly, the outbreak of the pandemic has impacted negatively on schools' resumptions that have long been closed down in absolutely in all the state of the federation

Following the 27th February 2020 declaration of the first case of the virus in Lagos, Nigeria by using the federal ministry of health, Nigerian students seem to have been made to pay the rate for this international debacle, a battle of bioterrorism, as alleged by some of the conspiracy theorists, and that which has impacted negatively at the device of schooling in the country.

Because the commencement of the directive of the federal authorities to close down schools in the United State of America, exactly on the 19th March 2020, things have by no means been the same for parents and college students alike (Amorighoye, 2020; Yinka and Adebayo, 2020).

Some have additionally argued that the continuing closure of schools throughout the federation might quantifies to pointless abuse or violation of the rights of Nigerian students to schooling, as well as obstructing the once a year school academic calendar and truncating the predicted year of entry; and delaying the graduation of college students to the subsequent stage of studies and commencement from schools, colleges and universities.

According to the Nigerian education in emergency operating institution (Yinka and Adebayo, 2020) the outbreak of covid-19 and the closure of schools within the country complicated the humanitarian improvement and authorities partnership efforts, specifically in the South-South Region of the country, making it very hard for the implementation responses to covid-19 programmes inclusive of funding, movements from one place to another and to the to educational centers, and so forth. Following this complicating circumstance, the Yinka and Adebayo argued that the suddenness of the disaster of covid-19 has impacted negatively on schooling not just in the South South, but also in all the other parts of the country. He further opined that education has been usually interrupted by means of insurgency of the Niger Delta disaster in the South South and also the insurgencies of Boko Haram in the North Eastern part of the country



Research Problem

In the face of the outbreak of the Coronavirus pandemic (COVID-19), national governments provided palliatives of all kinds to ameliorate the suffering of the masses, and most significantly revolutionized digital and online education in their respective countries following the shutdown of businesses, social activities, places of worship and schools across the world. Unfortunately, some rural communities in Nigeria have been struggling to actualize the set objectives and the essence of engaging the Nigerian students to bridge the gaps predated by the outbreak of the virus and the subsequent closures of schools, colleges and universities in the country.

Notably, the closure of schools since March 2020 in a bid to contain the spread of the COVID-19 pandemic has been criticized in some quarters and has also generated a lot of perturbing national issues that are yet to be resolved. Some critics have had to argue that the continued closure of Nigerian schools in the face of the outbreak of the virus has complicated the problems in our education sector which has suffered a setback due to poor leadership, corruption, inadequate funding, and low infrastructure sector development.

Suffice it, therefore, to state that the outbreak of COVID-19 is magnifying the drop on the standard of education and educational inequality in the country because only those with access to e-learning or digital learning are the ones benefiting. This has broadened the social gaps between the have and have not instead of narrowing the gaps.

From this stand point, it has become imperative to argue that all of these factors enumerated above, including corruption, low funding of the education sector, low infrastructure sector development cum insincerity on the part of the government agencies handling the spread and treatment of those infested with COVID-19, particularly the National Center for Disease Control, NCDC, as well as unpreparedness of the federal and state governments to satisfy the expectations of the masses, especially in the provisions of palliatives and social services in the face of the outbreak of the virus, and the subsequent lockdown of all aspects of human activities ranging from sporting activities, entertainment, transportation, worship centres, social gathering, businesses, education



and research centres; have bedeviled the realities of human endeavours and enterprises with the education sector as the most affected by the actions of the government during this pandemic era since other sectors are gradually returning to normal activities.

This study, thus, seeks to identify the immediate and long-term consequences of the continued closure of Nigerian schools, colleges and universities, since March this year following the outbreak of the COVID-19 pandemic, on education in Nigeria.

Objectives of the Study

The broad objective of this study is to examine the immediate and long-term impacts of the continued closure of schools on curriculum planning and academic wellbeing of students in Delta state and Nigeria as a whole while on the hand, the rights of Nigerian citizens already in schools. The specific objectives are to:

1. Identify the immediate and long-term impacts of the continued closure of schools on Curriculum planning and academic calendar in Nigeria following the outbreak of COVID-19 in the country.
2. Proffer solutions to the immediate and long-term impacts of the closure of schools in Nigeria on the academic calendar and students' academic wellbeing.

Research Questions:

1. What are the immediate and long-term impacts of the continued closure of schools on curriculum planning and academic Calendar following the outbreak of COVID-19?
2. What are the possible solutions to these immediate and long-term impacts of the continued closure of schools in Nigeria and students' academic wellbeing?

Literature Review

Following the federal authorities efforts to incorporate the debacle of the Wuhan Coronavirus or Covid-19 pandemic and the subsequent assertion of the closure of schools, Colleges and Universities on the 19th of march, 2020 by using the federal ministry of education through the



minister of education, and that which began formally at the 23th of march 2020, Nigeria's educational calendar has been critically affected. There has been additionally the instant want for the growing international locations, Nigeria particularly, to call for health device from the developed countries of the world, including sanitizers, face mask, hand gloves and other personal protective equipment (PPE); and most importantly, the need for suspension of local and international activities, agencies, get together and closure of schools (Edeh et al., 2020).

Literature at the outbreak of covid-19 pandemic has shown that education that is the combination of all processes through which a child develops abilities, attitudes and other types of behaviour which can be of a superb cost to society has been seriously disrupted since the outbreak of the novel coronavirus pandemic. Inarguably, education permits people to collect suitable expertise, values and capabilities for personal development and contribute meaningfully to the development of any society.

It is also a fundamental human right for every person within the ordinary assertion of human rights; and the international convention on financial, social and cultural rights(1966) (ICESCR); the conference on the rights of the kid (CRC, 1989); the African Charter on Human and Peoples' Rights (1981); the African Charter on the rights and welfare of the kid (1990) (ACRWC); and the protocol to the African Constitution on Human and Peoples' Rights on the Rights of Women in Africa (2003) (African Women's protocol), among other global and local human rights organization (Isokpan and Durojaye, 2016:3).

The constitution of the Federal Republic of Nigeria, 1999 (as amended) (CFRN 1999), although, does no longer assure an enforceable proper to schooling, but it attracts the eye of the authorities to it in bankruptcy as an essential goal and directive precept of country policy. The constitution to attempt to remove illiteracy by imparting viable, free, obligatory established number one education; secondary schooling; college education and a loose person literacy programme to the citizenries (CFRN, 1999).

The closure of colleges due to the outbreak of covid-19 has in addition complicated the hassle of Nigerians not best in the south-south part of



the Country, however has interrupted education within the whole country. In keeping with Oladunjoye and Omaemu (2013) referred to in Isokpan and Durojaye (2016), attendance at school is dependent on the readiness of first, the child, and secondly, encouragement from parents, and finally, the supply of educational substances, the gap to high school and, very importantly, the safety of the child.

However, one of the gravest effects of the outbreak of the virus is that it has heightened the digital divide that exist within the Nigerian communities, especially to people who have constrained to having access to technology or internet connections because college students in the rural areas do not have access to digital world to keep them busy during the pandemic period.

On this equal vein, Simon and Hans (2020) argued that: whilst international domestic education will truly produce a few inspirational moments, some indignant moment, a few fun moments and also frustrating moments, it appears very unlikely that it will on the average update the learning misplaced from school making its consequences unpredictable within the nearest future.

Furthermore, Wondwosen and Dantew (2020) argued that the most painful reality of the adoption of virtual learning systems globally is to ease the weight of parents, school owners and governments, in addition to complementing gaining knowledge in the pandemic period, is that, it has created divide due to the lack of ability of the governments, mainly the Africa continent, which include Nigeria, to attend to thousands and thousands of students in rural areas that don't have any access to internet facilities and to students from low socio-economic households who are now marginalized.

Yinka and Adebayo (2020) argued that the effect of the pandemic is just one out of many implications of educational inequity in the country. This has been complicated by the sophistication that follows the government directives to schools heads and proprietors to adopt digital learning platforms, video lesson, massive open online course (MOOCs) and broadcast through radio and television, all of which are not easily available and affordable to some class of persons in the society.



Ettang (2020) reported that Nigerian Bureau of Statistics has it that only one of every four Nigerian has access to the internet, but three out of four have mobile phones. He also asserted that the cost of data subscription and electronic devices to use for effective learning in the e-learning 'new normal' is a problem to Nigerians. Some of the persons that have internet accessible devices do not know or understand the features of these devices let alone knowing how to use them.

Reports have shown that early child education usually design to accommodate young children between the age of 3 and above and what is known as children of pre-school, nursery schools, kindergartens or day-care programmes have also been affected by the closure of schools, not only in Nigeria, but all over the world. The long-term consequences of the closure of schools are best imagined than experienced. According to UNESCO (2020) reports student drop-out rate may be on the increase after the pandemic because of the challenges that will follow the return to schools after school closure ends.

As pleasant as these platforms adopted as measures to regain lost time during the pandemic period, students from under-served low-income areas are left out, and are up to date unable to access these privileges making the exercise a fruitless exercise all over the country.

Methodology

The study adopted cross sectional research design to ascertain the facts and objectives of the study which are to identify the immediate and long-term implications of the outbreak of the novel COVID-19 pandemic and the subsequent closure of businesses, social activities and schools in Nigeria. The population of the study is infinite but limited to Delta State only and includes teachers, school administrators, lecturers, parents and students from all over the state.

The sample size, representative of the population, is 384 respondents. It is determined based on Krejcie and Morgan (2020) sample size determination table. The study employed the use of a structured questionnaire via online Google form that was administered via social media pages like Facebook, LinkedIn and WhatsApp in collecting the data, and it comprised demographic characteristics, determining the



immediate and long-term impacts of the continued closure of schools following the outbreak of COVID-19 in Nigeria, and the suggestion of possible solutions to the immediate and long-term impacts of the continued closure of schools in Nigeria.

The link to the questionnaire was sent via various social media platforms where the population under investigation were implored to access and fill. After two weeks of administering the questionnaire, about 384 respondents participated in the study and the sample size was considered enough for the study. Cronbach Alpha test was used to determine the reliability of the instrument. The Cronbach Alpha Reliability statistics gave 0.938. Data generated were analyzed using SPSS version 20.0. The data were presented in descriptive statistics using simple percentages (%) and frequencies (F).

Results

Socio-Demographic Characteristics

According to table 1, about 212(55.20%) of the respondents were males while 172(44.80%) of the respondents were females. The respondents were; students 115(29.95%), parents 106(27.60%), lecturers 77(20.05%), teachers 58(15.10%) and school administrators 28(20.30%).

Table 1: Demographic characteristics of the Respondents

Items	Number of respondents	Percentage of respondents (%)
sex	212	55.20
Male	172	44.80
Status of Respondents		
Teachers	58	15.10
School administrators	28	7.30
Lecturers	77	20.05
Parents	106	27.60
students	115	29.95

Source: Filed Data (2020)



Research Question 1 What are the immediate and long-term impacts of the continued closure of schools on curriculum planning and academic Calendar following the outbreak of COVID-19?

Findings have shown that the closure of Nigerian schools since March 2020 following the outbreak of the novel coronavirus on the country which was first recorded in Lagos, Nigeria and declared by the Federal Ministry of Health on 27 February this year, has impacted negatively to the country's education system. Further inquiries revealed that the introduction and adoption of digital or e-learning or internet learning has complicated the learning processes in the country's education due to the marginalization of millions of students in some rural communities and those from low income families that do not have access to the luxury and sophistication associated with digital learning.

To this effect, the result also identified the percentage responses of the respondents to what the immediate and long-term effects of continued closure of schools are. Greater percentage of the respondents agreed that the following would be the impacts of continued closure of schools on education and citizens' rights of those already in school. They are: possible loss of jobs 327(85.15%); non-payment of salaries and wages 240(62.50%), especially to those in private sectors; massive drop out of school children 308(80.21%) and low enrolment in the post-COVID-19 era 260(67.70%); loss of businesses and sources of income for traders and business men and women 263(68.49%);

Cost of reversing gains in learning process especially those with special education needs 288(75.00%). Disengaging students from the formal learning process may have potential cost of reversing gains in learning results. As a consequence, a higher cost may arise either academically or socio-economically from disengaging students with learning challenges, especially those with special education or learning needs or with disabilities and cannot cope with the learning strategies or with access to information provided through the digital platforms.

The majority of the respondents strongly agreed that the continued closure of schools in the country have either short and long-term impacts or implications on our education system that is already epileptic



following under funding of research institutes, colleges and universities, as well as massive corruption in the system

Table 2: Immediate and long-term impacts of the continued closure of schools as a result of the outbreak of COVID-19 in Nigeria

Variables	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Loss of jobs	173	45.50	154	40.10	22	5.73	35	9.12
Non-payment of salaries and wages	96	25.00	144	37.50	77	20.05	67	17.45
Massive drop out of school children	135	35.16	173	45.05	58	15.10	18	4.69
Low enrolment in the post-COVID-19 era	116	30.20	144	37.50	96	25.00	28	7.30
Loss of income for businessmen and women	136	35.42	127	33.07	73	19.01	48	12.50
Cost of reversing gains in learning process especially those with special education needs	96	25.00	192	50.00	48	12.50	48	12.50
Complication of the	173	45.05	135	35.16	20	5.21	56	14.58



learning
process
through
digital
learning

Increase in 192 50.00 127 33.07 39 10.16 26 6.77

risky
behaviours
among
students
including
peer pressure
and
substance
abuse

Social 154 40.10 155 40.37 29 7.55 46 11.98

Isolation
among
teachers and
students such
as social
activity and
human
interaction

Source: Filed Data (2020)

However, extant literature revealed that apart from the direct effects of COVID-19 on schools children, the impact of the pandemic also include the possible use of school facilities as make-shift infrastructures for longer period than expected following the persistent spread of the virus. This may cause long-term disruption of and setback on education if the pandemic persists beyond this year. This may also complicate the predicament of the disadvantaged school children in the society that do not have access to internet facilities and other technical sophistications needed to remain focus to their studies during the pandemic period. Those from low-income families therefore bear the brunt of these



unfortunate circumstances surrounding the outbreak of the virus and the subsequent closure of businesses and schools in the country.

In the affirmative, Wondwosen and Damtew (2020) have argued that, “the meagre institutional and national capacities in African continent, including Nigeria, weak health care systems and gregarious way of life, among other factors, may lead to catastrophic end should the outbreak of the virus continues at the rate it is now”. By implication, the persistent spread of the virus and continued closure of schools may continue to impact negatively and affects government’s commitment towards higher education in the country in particular. However, in the face of competing demands for health care, businesses and other priority sectors, serving the vulnerable and critical segments of the Nigeria’s society may be seriously affected following the continued spread of the novel virus.

As a consequence, a higher cost may arise either academically or socio-economically from disengaging students with learning challenges, especially those with special education or learning needs or with disabilities and cannot cope with the learning strategies or with access to information provided through the digital platforms. Longer closure of secondary schools on the other hand may result to increased risk of drop out for youth from lower income background.

Research Question 2: What are the possible solutions to the immediate and long-term impacts of the continued closure of schools in the country?

As shown in Table 3, majority of the respondents agreed to the proffered solutions to the immediate and long-term impacts of COVID-19 as a result of the continued closure of schools in Nigeria. According to the respondents, effective utilisation of educational palliatives by governmental agencies 521(65.37%) would be crucial in alleviating the impacts of continued school closure in Nigeria; while 327(65.10%) agreed that Government should ensure constant supply of electricity; and 250(40.0%) agreed that Provision of solar powered electrical and education devices to specific centres in all states of the federation would



be crucial in solving the power component of the e-learning programme by the government.

Table 3: Possible solutions to the immediate and long-term impacts of the continued closure of schools in Nigeria

Variables	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Effective utilisation of education palliatives by governmental agencies	135	35.16	116	30.21	77	20.05	56	14.58
Government should ensure constant supply of electricity	173	45.05	154	40.10	20	5.21	37	9.64
Provision of solar powered electrical and education devices to specific centres in all states of the federation	96	25.00	154	40.10	86	22.40	48	12.5
Provision of technologies such as computers, mobile data packages to facilitate digital or the learning process for	140	36.46	144	37.5	48	12.50	52	13.54



students and teachers									
Government should encourage local and international donors to support students with technological equipment	116	30.20	173	45.05	58	15.10	37	9.70	
School proprietors and management should ensure digital platforms are created for learning during the lockdown	136	35.42	115	29.95	67	17.45	66	17.18	
Establishing protocols for schools" handling of illnesses and potential cases	174	45.31	154	40.10	40	10.42	16	4.17	

Source: Filed Data (2020)

Many teachers and students in Nigeria lack basic technological equipment such as computers and internet facilities, thus 284(73.96%) of the respondents agreed that Provision of technologies such as computers, mobile data packages to facilitate digital or the learning process for students and teachers; while 289(75.25%) agreed that Government should encourage local and international donors to support students with technological equipment.



This is pertinent because government alone cannot shoulder the responsibility of providing all equipment to facilitate digital learning process; so the contribution of both local and international partners would be very vital to achieving the e-learning programme of the government. Furthermore, since the COVID-19 pandemic is a health challenge, the health component of any outlined programme must be taken into consideration and implemented accordingly.

Therefore, 328(85.41%) of the respondents agreed that establishing protocols for schools" handling of illnesses and potential cases is important for adequate diagnosis and prompt treatment of cases due to the contagious nature of the COVID-19 virus. In summary, the respondents have highlighted possible solutions to the immediate and long-term impact of the continued closure of schools on students and the general population in Nigeria.

Summary and Conclusion

Findings revealed that the continued closure of schools has left basic education in the country in a dire situation complicating the already ill equipped, confusing and unhelpful learning environment, especially in public schools. Furthermore, studies revealed that the outbreak of the virus has diverted the attention of the government from other pertinent national issues such as funding of infrastructure sector development of the general public, government own schools and the fight against insurgency, to the fight against the spread of COVID-19 pandemic.

- a. Access to basic education in the country despite the directive to school heads and proprietors to initiate digital or e-learning to students has been badly affected by insufficient funding and ill equipped infrastructure in public and some private schools, making it very difficult for learning programme for Nigerian students at all levels.
- b. By implication, the meagre resources available because of the global economic recession and the drastic drop of crude oil price at the international market which is the major source of revenue for the country has been diverted to the fight against the spread



- of the virus, thus, leaving other sectors of the economy including the education sector underfunded.
- c. Families that are self-employed and those that relied on the incomes from their daily businesses are yet to recover from the losses orchestrated by the total short down of businesses, air transportation and boulder closure to export and import commodities, all of which have hike the price of commodities in the country.
 - d. The physical condition of a school has a direct effect on teachers" morale and effectiveness, and on the general learning environment. On a normal circumstance, inadequate educational facilities in Nigeria pose threat to the right to education and are even worse now that there is the outbreak of COVID-19. Nigerian schools are ordinarily ill equipped and not conducive to learning and the low funding and continued closure of schools has left basic education in a dire situation.
 - e. This has also made it difficult for the government to provide the public schools sufficient palliative to improve on the e-learning programme initiated by the Federal government. Addressing the problems occasioned by the closure of schools in the country, obviously, becomes one of the essential enablers of education which means that all of the necessary infrastructure and learning facilities required for studies must be in place.
 - f. We can recall that businesses were shut-down as a measure to address and contain the spread of the virus but this has left some business men and women and some families out of business and some are yet to recover from the total shutdown initiated by the government of the federation.

Following the findings above, the researchers' summaries the following as the immediate and long-term impacts of the continued closure of Nigerian schools:

- a. Loss of businesses and sources of income for traders and business men and women
- b. Massive drop out of school children and low enrolment in the post-COVID-19 era;



- c. Most significantly, disengaging students from the formal learning process may have potential cost of reversing gains in learning results.
- d. Possible loss of jobs and non-payment of salaries or cut of wages of workers, especially that of teachers, instructors and lecturers in private schools or institutions.

Recommendation

- a. Governments should prepare to immediately get children back to school once Covid-19 is under control locally with careful public health planning, in line with World Health Organization guidance, to prevent and control the spread of Covid-19—including by following up individually with children who do not show up for classes and try to re-engage them.
- b. Before schools physically re-open, those offering remote learning should track which students participated, reach out to those not participating, and try to help them re-engage.
- c. Any governmental and non-governmental efforts to encourage children to return to school when schools reopen should be over-inclusive—that is, should also be directed at children who were excluded from education due to other causes prior to the pandemic.
- d. Governments should recognize that digital literacy and access to the internet are increasingly indispensable for children to realize their right to education, and should take all possible measures to provide affordable, reliable and accessible internet service for all students. They should take steps to mitigate disproportionate hardships for poor and marginalized populations, including finding ways to provide discounted and free access to data, services, and computers.
- e. Governments should protect their education budgets and ensure public education systems are adequately resourced, both to ensure they can adequately respond to existing and emerging needs, and to resource their vision for inclusive education. They should ensure that all schools have access to water and sanitation, sufficient



numbers of adequately trained teachers, and appropriate, accessible school infrastructure to prevent overcrowding.

- f. Human Rights Watch encourages the African Committee of Experts on the Rights and Welfare of the Child to remind states of the strong presumption of impermissibility of any retrogressive measures taken in relation to the right to education.

REFERENCES

- Aiyedun, Tope Gloria (2020). Effect of Covid-19 on Educational System in Nigeria.
- Amorighoye, T. A. (2020). COVID-19 has exposed the education divide in Nigeria: This how we can close it. World Economic Forum, June, <https://www.wforum.org/agenda/2020/06/education-nigeria-covid-19-digital-divide/>
- ECLAC (Economic Commission for Latin America and the Caribbean) (2020a), "Latin America and the Caribbean and the COVID-19 pandemic: economic and social effects", *Special Report COVID-19*, No. 1, Santiago, 3 April.
- Edeh, M. O., Nwafor, C. E., Obafemi, F. A., Shuvro, S., Fyनेface, G. A., Aabha, S., and Alhuseen, O. A. (2020). Impact of Coronavirus Pandemic on Education. *Journal of Education and Practice*, 11(13), 108-121, www.iiste.org
- Ettang, I. (2020). Nigeria's Poor Face Education Challenges during Pandemic, 14 May, 2020 <https://www.voanews.com>Africa>
- Isokpan, A. J. and Durojaye, E. (2016). Impact of the Boko Haram Insurgency on the Child's Right to Education in Nigeria, *PER/PELJ* 2016(19) - DOI <http://dx.doi.org/10.17159/17273781/2016/v9n0a1299>.
- Krejcie, R. V and Morgan, D. W. (2020). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*.30: 607-610.
- Messina, D. and L. García (2020), "Estudio diagnóstico sobre docentes en América Latina y el Caribe", *Documento de Trabajo*, Santiago, United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Nigeria Education in Emergencies Working Group (EiEWG). (2020). Nigeria Education Sector COVID19 Response Strategy in North East. <https://reliefweb.int>files>resources>.
- Oladunjoye, P. and Omemu, F. (2013). Effect of Boko Haram on School Attendance in Northern Nigeria, 1(2) *BJE* 1-9.
- Simon, B. and Hans, H. S. (2020, April 01). School, Skills, and Learning: The Impact of COVID-19 on education. <https://voxeu.org/article/impact-covid-19-education>
- Section 18 (3) of the Constitution of the Federal Republic of Nigeria, 1999 (as amended) (CFRN 1999).
- UNESCO (2020, March 4). "290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response".



https://en.m.wikipedia.org/wiki/impact_of_the_COVID19_pandemic_on_education.

Wondwosen, T. and Damtew, T. (2020, April 09). COVID-19 poses a serious threat to higher education. University World News, <https://www.universityworldnews.com/post.php?story=20200409103755715>.

Yinka, D. L. and Adebayo, A. (2020). *COVID-19 is exacerbating the problem of educational inequity in Nigeria*. Teach For Nigeria Fellowship Programme: Op-Ed Contributor, April, 18.