

COVID-19 and its Setback to the Educational Sector in Nigeria: The Way Forward

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Abstract

Globally, the world is faced with the COVID-19 pandemic which has held the economy at ransom not exempting the educational sector. This pandemic has brought about recent changes and disruptions in the educational sector which serves as a catalyst for the development of any nation. Educational sector globally is seen to be shifting towards e-learning in order to cushion the effect of this pandemic. However, developing countries evidence from the Nigerian experience are posed with the challenge of shifting from the traditional teaching method to the e-learning during the pandemic. The challenges arise as a result of the varying degree of preparedness of the institutions, lack of infrastructures, and paucity of funds and policy issues in the Nigerian education sector. In a style of a qualitative research, these paper seeks to look at an overview of COVID-19, global response to COVID-19, impact of COVID-19 on education and proffer recommendations to cushion these effect. Part of the recommendations include, government should immediately embark on the integration of all schools and institutions into online education, direct all the higher institutions to extend physical teaching and research activities to the online network, conduct teaching seminars online, jointly solve new problems that may arise in the teaching process. The government should endeavour to purchase laptops for each student both in the Basic, Secondary and Tertiary institutions, however, they should provide internet facilities in schools and constant electric supply to ease learning for students online.

Keywords: *COVID-19, Educational Sector, Pandemic, Nigeria*

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Background to the Study

The recent outbreak of the Coronavirus pandemic increased the gaps in the education sector globally. Though, the Coronavirus pandemic is novel, but it already has noxious effects on humanity. COVID-19 outbreak has created educational disruptions, and global health concerns that proved very difficult to manage by global health systems.

As at now, no nation or race across the world is immune from the coronavirus pandemic, and the entire world seems overwhelmed by the speed of the spread and the devastating effects of COVID-19. The coronavirus pandemic has no boundaries, and the effect is large and fast. Just within few months of the outbreak of the disease, it has drastically changed the lifestyles of the entire world with billions of people being forced to 'stay at home', 'observe self-isolations', and work and learn from home. It has limited the freedom of people to move, trade or associate. Not only has COVID-19 caused a total lockdowns in many countries across the world, but it also caused the death of thousands of people including, women, and the elderly. It was more worrisome to know that reports from various continents, including, America, Africa, Asia, and Europe indicated a daily increase in the number of new cases, and mortality due to COVID-19. As at September, 2020, the number of global COVID-19 cases has surpassed millions of cases and more than thousands deaths. It was also frightening that the USA recorded more than 2000 COVID-19 deaths in a single day despite the country's strong commitment to the fight against the contagion. The number of Coronavirus deaths was soaring with no immediate solutions in sight. The disease showed no sign of slowing down across the globe.

The outbreak of COVID-19 affected all aspects of human activities globally ranging from education, research, sports, entertainment, transportation, worship, social gathering/interactions, economy, businesses, and politics. Indeed, the entire world was in distress as a result of COVID-19 threats, the reality of the situation was challenging to bear, and the education sector remains one of the worst-hit by Coronavirus outbreak.

Nigeria has a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. Education is administered by the federal, state and local governments. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education. School education is largely the responsibility of state (secondary) and local (elementary) governments. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa, are the language of instruction in the earliest years of basic instruction; they are replaced by English in Grade 4.(WENR, 2017)

On 27 February, Nigeria confirmed its first case in Lagos State, an Italian citizen who works in Nigeria had returned on 25 February from Milan, Italy through the Murtala Muhammed International Airport, fell ill on 26 February and was transferred to Lagos State Biosecurity Facilities for isolation and testing. Presently, Nigeria is having more than a 57,437 COVID-19 cases, 1,100 deaths and 48,674 recovered. In order to contain the spread of the virus in

Nigeria, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down and allow students to go home as cases of reported COVID-19 increased. The Permanent Secretary in the Ministry of Education, Sonny Echono, told reporters on 19 March that the directive was part of the country's overall strategy to contain the spread of the virus. Nigeria joins the growing list of countries in Africa which have closed schools and universities. Before the official announcement by the permanent secretary, most universities had already sent their students home (Wikipedia, 2020).

This study is geared at discussing the origin of COVID-19, identifying and discussing the setback associated with COVID-19 within the education sector and proffer appropriate recommendations to curtail such setbacks.

Objectives of the Study

The main objective of the study is to examine the impact of COVID-19 on the educational sector in Nigeria.

Literature Review

An Overview of Coronavirus Disease

Coronavirus Disease is a contagious disease that first emerged in Wuhan, China in 2019. It was later coded "COVID-19" by the W.H.O which stands for Coronavirus Disease 2019. The Coronavirus outbreak remains one of the worst global pandemics for decades. The mortality rate soared and the easy of spread was upsetting.

Research shows that older people and those with underlying medical problems like cardiovascular diseases, diabetes, chronic respiratory disease, and cancer were more likely to develop serious illnesses from coronavirus (W.H.O, 2020). Some of the symptoms of Coronavirus include; Sore throat, runny nose, constant coughing/sneezing, breathing difficulty and fatigue.

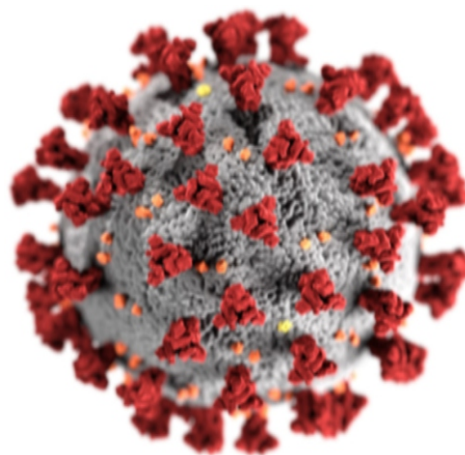


Image 1: Illustration of the Morphology of Coronaviruses; the club-shaped viral spike pelomers, coloured red, create the look of a corona surrounding the vision when observed with an electron (Wikipedia, 2020a -SARSCoV-2 without background.png).

Edeh, Nwafor, Faith, Shuvro, Fyनेface, Aabha and Alhassan (2020) stated that there were no reliable treatments for Coronavirus, but a series of researches were in the pipeline across the world towards finding a clinical vaccine for the contagion. However, recent events show that behavioural change can help contain the spread of coronavirus. Some of the suggested measures to halt the coronavirus pandemic include; improved individual habits such as personal hygiene, including constant washing of hands with alcohol-based sanitizers, good respiratory attitude (close coughing and sneezing), and other personal protection practices like wearing of face mask, social distancing, avoiding touching of the face, and reducing contacts with people through self-isolation at home or avoiding nonessential travels or gatherings. Coronavirus is a global problem that requires more action coordination and global cooperation to successfully contain the outbreak and to deal with its aftermath effects. Consequently, the United Nations appealed for 2 billion dollars to support global response efforts towards tackling the coronavirus pandemic. The consequences of COVID-19 could be more severe; if people do not comply or adhere strictly to public health regulations and advice.

COVID-19 Data

Report from the Johns Hopkins University and Medicine (2020), Corona Virus Resource Center. On 22th September 2020 at exactly 12:23 AM shows that confirmed global cases of 31,186,000, which include global death of 962,343 and global recovery of 21,327,416. In the case of Nigeria, data from inception of the virus till date 22th September 2020 at 12:23 AM include confirmed cases of 57,437 which include 1,100 deaths and total recovered 48,674.

Global Responses to Coronavirus Pandemic

A proactive response is critical to the containment of any disease outbreak, but the coronavirus took the world by surprise and most countries were not prepared initially for the pandemic, including the world powers. Shortly after the outbreak of COVID-19, the World Health Organization (W.H.O) issued guidelines and updates on how to mitigate the spread of the pandemic, and thereafter, many countries adopted different measures in addition to the W.H.O guidelines to contain the spread of the disease. There were lockdowns in most parts of the world, and people were asked to work from home. Some countries even deployed their military to enforce coronavirus restrictions, and to reduce the number of COVID. There were increased demands for health equipment including, protective gowns, sanitizers, face masks and hand gloves. Countries like the United States and the U.K also opened their visitation doors for medical professionals such as doctors and nurses who were working or willing to treat the effects of COVID-19. Also, large gatherings and sporting activities were suspended at both local and international levels. Big sporting events like the prestigious European Champions League games were played behind closed doors before they were suspended. Global responses to Coronavirus pandemic were varied from country to country, but most countries endorsed the closure of school strategy as a means to contain the spread of COVID-19. Some selected COVID-19 responses across the world particularly as it relates to the closure of schools due to Coronavirus are highlighted below:

In the United States, many schools were closed down, and scheduled tests and examinations were also cancelled. The report shows that some of the schools closed down for Coronavirus in the U.S might not resume back for the rest of the academic year (Madeline, 2020). New York

and the California States were among the worst-hit states in the U.S and the number of cases increased steadily despite strong measures put in place by both the federal and state governments to contain the pandemic. At a point, the country surpassed China in the number of cases of Coronavirus, but the country is determined to defeat the pandemic. School closures in the U.S affected over 60 million students in the country. In Spain, about 11 million students were affected by school closures for mitigation of the spread of Coronavirus. Regional governments in the country closed down schools in response to the increased cases of Coronavirus in the country. The closure of schools in Spain particularly in Madrid led to the suspension of job contracts for people who work at school cafeterias and in special education (El, 2020). The closure of schools in Spain was very necessary considering that the country lost 849 people in a day due to Coronavirus.

In Saudi Arabia, Middle East Monitor (2020), reported that schools and universities across the kingdom were ordered to close down for Coronavirus by the Ministry of Education. The government however, directed that “Virtual schools and distance education be activated to ensure that the educational process continues in an effective and quality manner”.

In Australia, Michael (2020) reported that dozens of independent schools were shutdown at New South Wales while some moved to online classes. Students learn from home, while some schools were opened but implemented strong measures to ensure social distancing strategy. The opening of schools amidst the coronavirus pandemic was backed by the Australian government. The Prime Minister openly announced that schools remained open because the government believes that “children are at very low risk from coronavirus, and the closing of schools could have crippling effects on their health sector and the economy”. The government cited solid health case for keeping schools open, but teachers and parents were worried (ABC News, 2020). The country also banned outdoor gathering of more than 2 people, while 18 billion dollars was also approved to mitigate the spread and effects of the Coronavirus. In Italy, schools were shutdown indefinitely, and the military were deployed to help enforce restrictions. However, despite the measures put in place by the government towards curbing the spread of Coronavirus, the country became an epicenter for the outbreak and recorded 969 coronavirus deaths in a single day.

In India, all schools and educational institutions were closed down and the government imposed “Janata” Curfew which restricted all citizens to stay at home to contain the spread of Coronavirus. The police also went round some cities to create public awareness about the pandemic.

In France, the government ordered the closure of all schools in a televised broadcast by President Macron. The measure was in response to the increased health crisis in the country due to coronavirus. The country was badly affected just like their counterparts in many parts of the world. The Coronavirus were reported to have originated from Wuhan, China and it was the epicenter at the beginning of the outbreak. Schools and other public institutions were shutdown to mitigate the spread of the virus. The closure of schools and other measures put in place by the government proved effective and the pandemic was contained to a large extent.

The country also closed its borders with some neighbouring countries. In Iran, the government closed all schools as part of the preventive measures to halt the spread of coronavirus. Although, the country was among the epicenter of the coronavirus outbreak, and the death tolls in the country were high. The coronavirus increased Iran's economic problems, having been faced with economic sanctions from the West earlier. In Senegal, schools were shutdown to limit the spread of COVID-19. The country was the first sub-Saharan African country to close down schools due to coronavirus. In South Africa, the government directed all schools to close down in response to the coronavirus pandemic. This is in addition to the prohibition of social gatherings of more than 100 people. New cases were reported in the country and campaigns for behavioral changes were carried out to reduce the spread of the disease.

In Germany, schools were shut down in response to the spread of coronavirus. The death rate due to coronavirus was reported to be low compared to their neighbours. The country also earmarked more than 800 billion dollars to fight the pandemic. In Russia, Schools were shut down, and several other measures were taken to halt the pandemic. The death toll for coronavirus in Russia was reported to be low, but measures were put in place to contain the pandemic.

In Nigeria, the federal government ordered a total close down of all schools. The decision was largely applauded, and the National University Commission (NUC), a regulatory body for all universities in Nigeria also gave a follow-up directive to all universities in the country to shut down. The government also suspended social gatherings, and workers were asked to work from home. An Italian who was reported to be the first case of coronavirus in Nigeria was successfully treated and discharged according to the government, but new cases emerged thereafter. Thus, the country needs to do more in terms of disaster preparedness and response.

In Ghana, schools were shutdown to contain the spread of coronavirus disease. The government also released 100 million US dollars to enhance the fight against the pandemic. The country reacted proactively to contain the spread of the Virus. In Madagascar, the country has recorded zero COVID-19 death so far, and the country has claimed a breakthrough in Herbal medicine for COVID-19 treatment. However, the WHO issued warned that such claim has not been scientifically approved and cannot be recommended by the organization as cure for COVID-19. It is important to note that while many countries were shutting down schools, some others like Singapore, Sweden, Brazil, and Australia kept their schools open as a kind of strategy to contain the contagion. The untimely closure of schools was good supportive measures to contain the spread of the disease, but it also had some adverse consequences on millions of students globally who were faced with multiple challenges in their education.

Impact of Coronavirus Pandemic on Education

The outbreak of Coronavirus negatively affected educational activities worldwide. The coronavirus pandemic affected educational systems worldwide, leading to the widespread closures of schools (Wikipedia, 2020b). It created serious disruptions in academic activities,

as well as in career plans. As part of the global efforts to combat COVID-19, many countries across the world closed down schools in an attempt to contain the coronavirus pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries implemented nationwide closures, impacting over half of the world's student population (UNESCO, 2020a). Even Britain, where Prime Minister Boris Johnson - one of those who earlier opposed the move, later admitted that "closing down schools could place further downward pressure on the upward curve of the Coronavirus outbreak" (ABC News, 2020). Some of the countries that closed down schools due to COVID-19 include, Nigeria, Ghana, Senegal, South Africa, China, Kazakhstan, Ethiopia, Honduras, India, Japan, Iran, USA, France, Spain, Italy, North and South Korea, Lebanon, Vietnam, Thailand, Germany, and South Korea just to mention but a few. School closures carry high social, educational and economic costs, and the disruptions they cause touch people across communities, but their impact is particularly severe for disadvantaged persons and their families (UNESCO, 2020b).

The disruption caused by COVID-19 in the educational sector may last longer than expected if a more reliable solution for coronavirus is not found on time, and the spread of the disease continues. UNESCO Director-General, Audrey Azoulay cited by VOA News (2020), warned that "the global scale and speed of the educational disruption due to coronavirus is unparalleled and, if prolonged, could threaten the right to education". No doubts, unplanned school closures can cause severe problems for students, educators, parents and the society at large. It could negatively affect the academic interest and performance of students. If the students are not engaged productively, it could lead to idleness which might result in youth involvement in crimes, loss of interest in learning, and poor academic performance. The US Centre for Disease Prevention and Control (CDC) also expressed concerns about the implications of school closures. According to the CDC, "longer closures may result in more students congregating outside of schools. Quentin (2014), states that school closing is very controversial, and it can have spillover effects on a large number of students in receiving schools. It can affect the quality of teaching and learning and academic achievement particularly for students with special needs or those with learning difficulties that often requires more physical attention and guidance from the teachers. Though, technology can be used to remedy some of the fallouts from school closures, but it cannot replace the important effect of face-to-face interactions by students and teachers. Besides, many students do not have the necessary access to supportive technologies which makes it harder to maximize the potentials of learning technology during school closures.

However, against all odds, mathematical model and empirical analysis of reactive closures of schools in past pandemics indicates that it reduces the total number of cases in the community by 25 percent and postpones the peak of the pandemic by a week or two, while proactive closures of school during pandemics remains one of the most beneficial interventions that can be employed to mitigate the impact of epidemic disease (Erika and Nicholas, 2020).

Impact of COVID-19 on the Higher Institution Development

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is tracking the impact of the pandemic on education. As of March 30, they estimate that 87 percent of the world's students? —that is 1.5 billion learners? —have been affected by school closures. The bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and tertiary education levels. More than 180 countries have shut school doors nationwide, while others have implemented localized school closures. Specifically, in Nigeria Ogunode, Abigeal and Lydia (2020), identified the following have had the impact of COVID-19 pandemic on higher institutions: reduction of international education, disruption of academic calendar of higher institutions, cancellation of local and international conferences, teaching and learning gap, loss of workforce in the educational institutions, and cut in budget of higher education.

1. Reduction in International Education:

Reservation, future exchange programmes on Chinese campuses. In a survey of more than 2,000 students from Africa, Asia and Australia, conducted by QS, nearly three in 10 said their plans had changed due to the virus. It is impossible to estimate what percentage of the students responding to this survey would have studied in China.

2. Disruption of Academic Calendar of Higher Institutions:

The Federal Ministry of Education has directed all tertiary institutions in Nigeria to shut down and allow students to go home. The Permanent Secretary in the Ministry of Education, Sonny Echono, told reporters on 19 March that the directive was part of the country's overall strategy to curtail the spread of the virus. Nigeria joins the growing list of countries in Africa which have closed schools and universities. Before the official announcement by the permanent secretary, most universities had already sent their students home. The Academic calendar of higher institutions in Nigeria have been disrupted due to COVID-19. Ogunode (2020) observed that the closure of all educational institutions from primary schools to the higher institutions would affect the students' academic plans and programme because many of the higher institutions have started their first semester exams. According to Dinesh, Shadi and Shuriah (2020) countries across South and Southeast Asia have in quick succession announced the closure of their schools and universities for a minimum of two weeks in order to contain the spread of the COVID-19 virus which has been declared a global pandemic by the World Health Organization. But authorities in many of the countries acknowledge that closures could last much longer. The closures came thick and fast this week after the number of cases began to rise several weeks after countries in North East Asia including Japan, South Korea, Singapore and China – where the virus originated – closed their universities in February and March. Universities have yet to reopen in any of the countries in the region, which includes Hong Kong and Taiwan.

Simon and Hans (2020) submitted that the global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative.

3. Cancellation of Local and International Conferences:

Many conferences on difference programme that are planned for the first and second quarter of 2020 have been cancelled due to the COVID-19 pandemic. New discovery and new findings in the educational sectors for this period have been reduced because many higher institutions in Nigeria have not fully integrate ICT into teaching and learning programme across the country. Subhasis Chaudhuri, director of IIT Bombay, in Maharashtra state, which is the Indian state worst affected by the virus, with dozens of confirmed cases, said in an official statement this week: "All academic activities including research will remain suspended and only international students and students having medical and other emergencies will be allowed to remain in the hostel with special permission from the dean and limited messing [catering] facilitates would be provided to them." As of 3 April 2020, over 421 million learners were out of school due to school closures in response to COVID-19. According to UNESCO monitoring, over 200 countries have implemented nationwide closures, impacting about 98% of the world's student population. On 23 March 2020, Cambridge International Examinations (CIE) released a statement announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations for the May/June 2020 series across all countries. International Baccalaureate exams have also been cancelled.

4. Teaching and Learning Gap:

Teaching and learning in all Nigerian higher institutions and across the world have been put to hold because of the COVID-19 virus. Teaching and learning have been put to hold in all the Universities, Poly-techniques and colleges of education in the country as a result of COVID-19 pandemic. The implication of this is that many Nigerian students will not be in the schools for a period of one month or even more implying that they will be idle. Simon & Hans (2020) cited Carlsson et al. (2015) who considered a situation in which young men in Sweden have differing number of days to prepare for important tests. These differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills. The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e. 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence'). A different way into this question comes from Simon & Hans (2020) cited Lavy (2015), who estimates the impact on learning of differences in instructional time across countries. Perhaps surprisingly, there are very substantial differences between countries in hours of teaching. For example, Lavy showed that total weekly hours of instruction in mathematics, language and science is 55% higher in Denmark than in Austria. These differences matter, causing significant differences in test score outcomes: one more hour per week over the school year in the main subjects increases test scores by around 6% of a standard deviation. In our case, the loss of perhaps 3-4 hours per week teaching in Maths for 12 weeks may be similar in magnitude to the loss of an hour per week for 30 weeks. So, rather bizarrely and surely coincidentally, we end up with an estimated loss of around 6% of a standard deviation again. Leaving the close similarity aside, these studies possibly suggest a likely effect no greater than 10% of a standard deviation but definitely above zero.

5. Loss of Workforce in the Educational Institutions:

Longtime University of Washington faculty member Stephen Schwartz died on Tuesday (March 17) from COVID-19, the disease caused by the novel coronavirus, the Seattle Times reports. "We are deeply saddened that faculty member Professor Stephen Schwartz passed away due to a COVID-19 infection," the University of Washington Department of Pathology tweeted yesterday (March 18) afternoon.

Tributes were also being paid to world-renowned South African scientist Gita Ramjee, who has died from COVID-19-related complications. MEMPHIS, Tenn. (WMC) - A University of Memphis professor has died from the coronavirus. NBC affiliate WTMJ says criminal justice instructor Lenard Wells died Saturday from complications of COVID-19, according to the Milwaukee County Medical Examiner's Office. Worldometers.info (2020) also reported that COVID-19 is responsible for the death of over 74,431 persons across the world. This people are from different professions including the teaching profession.

Democratic Teachers' Union have sent their condolences to the family of a teacher who died of COVID-19 complications. The Loudoun County Health Department also reported the first death of a hospitalized patient who tested positive for COVID-19. The patient, a woman in her 70s, died of respiratory failure Wednesday night as a result of COVID-19. She was a former first grade teacher who was working as a reading tutor at two Ashburn elementary schools. In April 3, 2020, the New York City, a beloved Brooklyn elementary school teacher has died from complications of COVID-19. The higher institutions in Nigeria and across the World has lost many teachers, lecturers and great researchers to COVID-19 pandemic. This loses will affect the growth and development of the educational sectors especially the higher institutions.

6. Cut in Budget of Higher Education:

Cseaafrica (2020) submitted that the Nigerian federal budget for the 2020 fiscal year was prepared with significant revenue expectations but with contestable realizations. The approved budget had projected revenue collections at N 8.24 Trillion, an increase of about 20% from 2019 figure. The revenue assumptions are premised on increased global oil demand and stable market with oil price benchmark and oil output respectively at \$57 per barrel and 2.18 Million Barrels Per Day. The emergence of COVID-19 and its increasing incidence in Nigeria has called for drastic review and changes in the earlier revenue expectations and fiscal projections. Compared to events that led to recession in 2016, the current state of the global economy poses more difficulties ahead as the oil price is currently below US\$30 with projections that it will dip further going by the price war among key players in the industry. Unfortunately, the nation has grossly underachieved in setting aside sufficient buffers for rainy days such as it faces in the coming days. In addressing these daunting economic challenges, the current considerations to revise the budget downward is inevitable. ACADEMIC Staff Union of Universities (ASUU) has faulted a proposal by the Federal Government to slash 50.76 billion from the 111.78 billion budgeted for Universal Basic Education Commission. The academic union also stated that the same proposal being planned for the healthcare would be an ill wind that would further destroy the sector.

To him, a serious and progressive government will not allocate funds for any rehabilitation of government buildings or purchase of buses at the expense of critical sectors like Health and Education. ASUU, therefore, warned President Muhammad Buhari against cutting down the budget of Health and Education sectors in the proposed 2020 revised budget. The implication of revising the budget downward will directly affects the education budget of the country which experts have described as inadequate. Many infrastructural facilities and school expansion programme planned for this year would be removed from the budget due to the budget cut down (vanguardngr.com, 2020).

Damtew (2020) observed that Africa's growth performance, which stood at 3.4% in 2019, was expected to climb to 3.9% in 2020. Alas, this may now remain a dream as the global economic depression is likely to devastate its economy and also its institutions, including higher education. The effect on higher education may likely be most felt on two grounds: firstly, a precipitous decline in government subventions to higher education due to weak revenue and income; and secondly, a comparable drop in commitments from development partners, largely to research, upon which African higher education has been unduly and disproportionately dependent. There is the impending danger that higher education may once again be sidelined as a luxury that African countries can least afford when it should continue to garner support on a priority basis to help overcome challenges like COVID-19 – and many other human-made problems and natural disasters.

7. Suspension of Examination:

Many higher institutions in Nigeria had started their first semester examination before the incident of the COVID-19 pandemic that led to the national shut down of all the educational institutions in Nigeria. Simon & Hans (2020) observed that the closure of schools, colleges and universities not only interrupts the teaching for students around the world; the closure also coincides with a key assessment period and many exams have been postponed or cancelled. Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the child's progress for families and teachers. The loss of this information delays the recognition of both high potential learning difficulties and can have harmful long-term consequences for the child. Simon & Hans (2020) cited Andersen and Nielsen (2019) who looked at the consequence of a major IT crash in the testing system in Denmark. As a result of this, some children could not take the test. The authors find that participating in the test increased the score in a reading test two years later by 9% of a standard deviation, with similar effects in mathematics. These effects are largest for children from disadvantaged backgrounds. Importantly, the lockdown of institutions not only affects internal assessments. In the UK, for example, all exams for the main public qualifications – GCSEs and A levels – have been cancelled for the entire cohort. Depending on the duration of the lockdown, we will likely observe similar actions around the world.

Many international students studying in Nigeria have traveled back to their countries due to the COVID-19. The Nigeria government announced the closed down educational institutions to curtail the spread of COVID-19. Many Nigerian students too schooling abroad have travelled back home due to closure of higher institutions across the world. International

education have been affected negatively because of the outbreak the deadly COVID-19. Many students studying abroad will be discouraged to continue their studies and many planning to study abroad cannot go achieve their pans because many countries have placed travel banned. According to Mug (2020) conversely, the Chinese master plan to become the #1 importer of international students is in question.

Conclusion

The study establishes that the Coronavirus pandemic has adverse effects on education. COVID-19 has major effects on school characteristics, including research, academic programmes, Staff professional development and jobs in the academic sector etc. These effects were felt by both educational institutions, educators, students, parents and other stakeholders in education. The study emphasizes the need for adoption of technology in education, as a way to curb the effects of Coronavirus and other future pandemics in education. Thus, the study acknowledges that the decision to shut down schools for Coronavirus across the world may be hurtful, but it is sensible considering the rate of spread, and the dangers imposed by COVID-19 pandemic. The unprecedented school closures for Coronavirus remains a lesson and a warning to the entire educational world particularly those who are yet to embrace or adopt emerging learning technologies that support online or remote education. Stakeholders in the education sector have to develop robust strategies to deal with post-Coronavirus era.

Recommendations

- i. Government should increase the funding of higher institutions in next year budget to allow them manage all the damages caused by the COVID-19 school close down.
- ii. ii. Government should immediately embark on the integration of all higher institutions into online education.
- iii. iii. The Nigeria government should direct all the higher institutions to extend physical teaching and research activities to the online network, conduct teaching seminars online, jointly solve new problems that may arise in the teaching process.
- iv. iv. The school's administrators should move the remaining exams forward by three weeks to enable the students prepare well before writing the remaining exams.
- v. v. The government should endeavour to purchase laptops for each student both in the Basic, Secondary and Tertiary institutions, however, they should provide internet facilities in schools and constant electric supply to ease learning for students online.

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