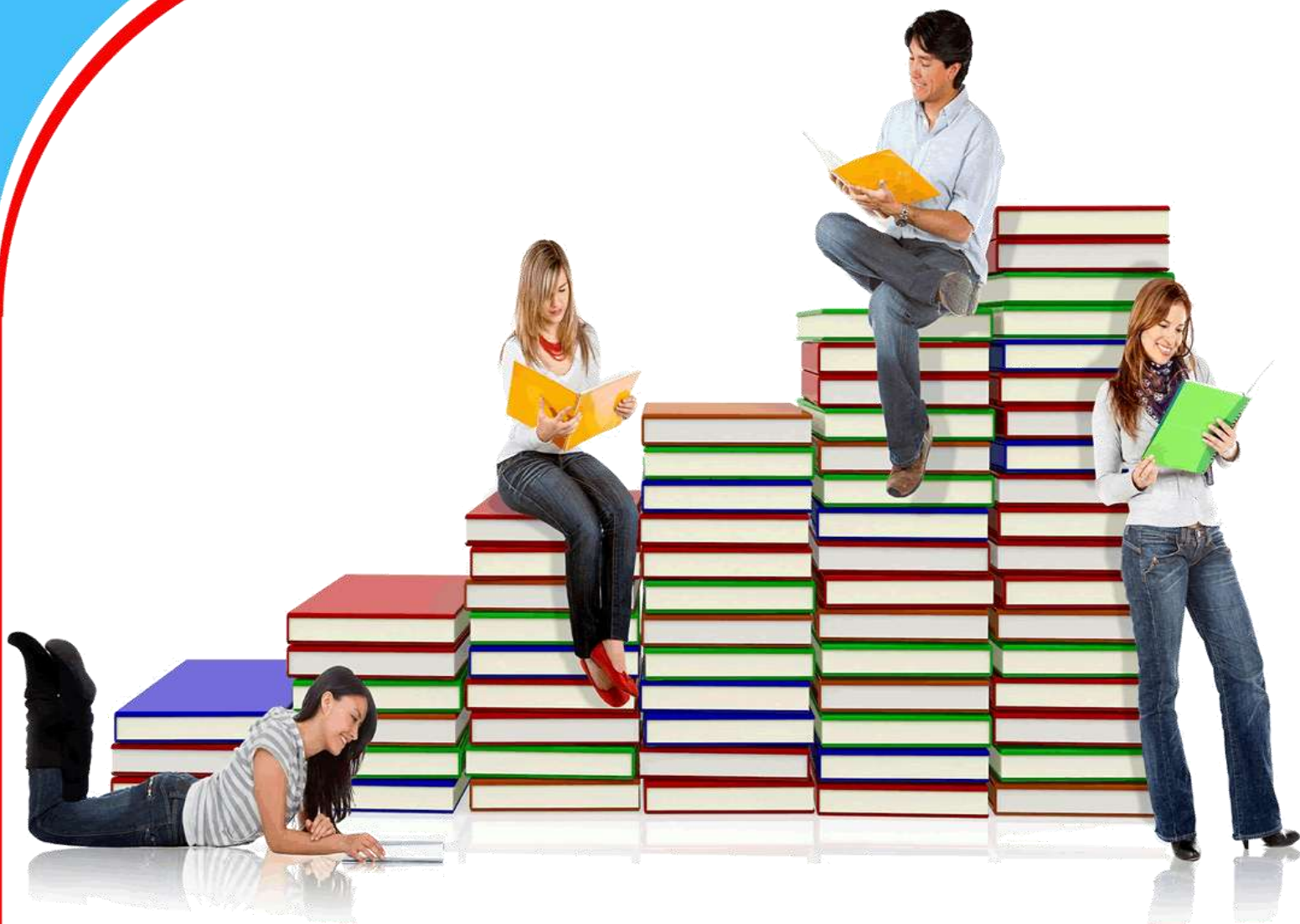


American Journal of Education and Practice (AJEP)



RELATIVE EFFECT OF COVID-19 ON TEACHING AND
LEARNING IN HIGHER INSTITUTIONS IN EKITI STATE,
NIGERIA

Dr. Makinde V.I.

Dr. Ogunlade J.O.

Dr. Omotoyinbo M.O.



RELATIVE EFFECT OF COVID-19 ON TEACHING AND LEARNING IN HIGHER INSTITUTIONS IN EKITI STATE, NIGERIA

Dr. Makinde V.Ibitola., Dr. Ogunlade J.Olurotimi., Dr. Omotoyinbo M.Oluwatoyin

Department of Counselling Psychology

College Of Education, School Of Social Science Education

Bamidele Olumilua University Of education, Science and Technology, Ikere-Ekiti, Ekiti State

Corresponding Author's E-mail:oluogun1230@gmail.com

Abstract

Purpose: This study was conducted to examine the impact of COVID-19 on students' academic calendar of higher institutions in Ekiti State, Nigeria.

Methodology: The study adopted descriptive survey research design guided by two research questions which were formulated to guide the study. Questionnaire was used for data collection. Random sampling technique was used to select the population size. Also one hundred and fifty (150) questionnaire instruments were administered to the respondents who formed the population of the study through email. The questionnaires were filled and returned to the researcher and data collected was presented in percentage tables.

Findings: The study revealed among others that COVID-19 schools close down has affected the academic calendar of schools in Nigeria because major external examinations would be postponed. Also, COVID-19 schools close down has led to suspension of teaching and learning, and suspension of all extra-curriculum activities in higher institutions.

Recommendations: Based on the findings of the study, recommendations were made. The schools administrators should ensure teachers develop strategies to cover all their scheme of work for the term before going for internal examinations, the government should provide all infrastructural facilities that will support online education in all the schools in Ekiti State to prevent any eventuality of future close down of schools because of pandemic.

Keywords: *COVID-19, Education, Student, Teaching and Learning, Effect, Higher Institution.*

Introduction

By definition, coronavirus disease (COVID-19) is an infection which is as a result of a novel severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Infection for example, the novel severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS) was known in 2002 and 2012 in that order were as a result of viruses analogous to SARS-CoV-2. Nevertheless, SARS-CoV-2 has a higher range more the earlier information related to viruses and as a result the obscurity in the cure and management of COVID-19 (Zhong et al., 2020).

On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Ngozi & Mahase, 2020). The novel coronavirus was initially named 2019-nCoV and officially as severe acute respiratory syndrome coronavirus 2 (SARSCoV-2). As of February 26, COVID19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO,2020).

Education is the best public policy tool available to develop skills and potentials, school time can be fun, and from an economic point of view the primary point of being in school is that it increases a child's ability to become a useful and acceptable member of the society. Even a relatively short time in school has a longer impact in the life of a child; a short period of missed school may have consequences for skill growth in future. This is why we cannot estimate how much the COVID-19 interruption will affect learning; it is only the visible effect we can see, the gradual decay of inbuilt abilities may not be easily noticed very precisely. We are now in a new world far different from the things we use to know. The school time tables and schedules have changed and in fact at the resumption of the school after the lockdown, so many grounds needs to be covered in order for the educational system of Nigeria to be able to compete with the world's educational system. Facilities in schools are been underutilized during lockdown, some might have damaged as a result of not been used for a long period of time.

Coronavirus Disease (Covid-19) deadly disease has resulted to total shutting of schools in about 215 countries all over the world with 91.4% of the total number of enrolled learners in these countries momentarily mandatory out of school (UNESCO, 2020). It is accounted that over 1.6 billion students transversely the world which are presently obliged to stay out of schools as social distancing is being enforced locally and regionally around the world in order to enclose the extend of coronavirus disease. Besides, statement shows that lockdown of schools is added important in Nigeria (UNESCO, 2020).

In a short time, COVID-19 has disrupted the landscape of learning in Nigeria by limiting how students can access learning across the country. However, apart from the pharmaceutical interventions and other preventive measures like using of facemask, washing of hands, social distancing has been the most effective way of minimizing the spread of COVID-19. The effective implementation of social distancing demands that schools be closed for as long as each

government from different countries are certain that the pandemic has been curtailed enough for the safety of learners and teachers before recommence back to the class.

Ngogi and Mahaye (2020) discourse that long periods of learning would be lost for as long as the closures lasted. This is evident as different cases are recorded daily. Oke (2020) reported that schools losing long periods of learning because of the disease outbreak can upshot to both chronological and stable smash up on educational system. The temporal damage include disruption of curriculum which could take a long time to be recovered while the undeviating spoil which include the actuality that some students may never come again to school even when the infection outbreak ended.

The sudden interruption of the education system in Ekiti State and Nigeria as a result of the pandemic has led the government, parents, individuals, ministries of education at various levels and other concerned personnel to have shift in the plans and strategies to finance the education of their children and the education system at large. There is no doubt the school calendar is going to be extended, and while this is on, there is going to be extra payments at various levels of the educational system. During the lockdown some parents were forced to procure laptops, android phones, television cables and other means, this is to ensure their wards move with the new innovative of the online classes at various levels designed for teachers to reach out to their students. Most of the developing private schools in Ekiti State could not afford the payment of their staffs during the period of lockdown because students are not in school, some have not paid the school levies before the emergence of the pandemic leading to school proprietors not having access to inflow of income to welfare their staffs working in their respective schools, in fact there is fear of whether some private some schools in Nigeria will be able to survive and keep existing after the pandemic lockdown. Even when there is a standing order that says no work no pay in Nigeria, during the lockdown the governments at some levels still ensured continuous payments of staff in schools, ministries of education knowing well that they are not working for their earnings during the lockdown. There is no doubt that the expenses run as workers payment during the period of lockdown are mere gifts and not payment for work done, this will surely have effect on the future educational finance because the working time does not tallies with the staffs payment. Actually this developmental move is nobody's fault because no one could have predict the world will be faced with this great challenge, government tried to ensure the welfare of workers during the pandemic lockdown with the belief that they are the oil keeping the engine of the national economy running. The sad truth about this development is if it persists, it may have serious impacts on the commitment of governments towards the education system in the face of competing demands from the healthcare, business and other sectors serving vulnerable segments of the society at large.

However, economic crises are not new in Nigeria. During the 2016 economic crisis, the monetary authority in Nigeria defended the local currency from forced devaluation against the dollar and adopted a managed-float foreign exchange system, which worked well from 2016 to

2019. After the 2016 economic crisis or recession, it was widely believed that the unexpected and sustained decline in oil price was the most important cause of economic crises in Nigeria. But in 2020, nobody thought that a public health crisis could trigger an economic crisis in the country. What made the 2020 economic crisis different from other economic crises or recessions in Nigeria was that most economic agents, who could have helped to revive the economy were unable to engage in economic activities due to fear of contracting the COVID-19 disease. Also, economic agents did not engage in economic activities when the government imposed and enforced its social distancing rules and movement lockdown in Ekiti state on the 30th March of 2020.

Ekiti State made strict regulations to curb the spread of the coronavirus disease with measures like curfew, ban of vehicular movement and human movement except those on essential services, business activities were banned before the lockdown was eased in May 2020 while those who refuse to comply were sanctioned accordingly, the use of face mask was made *primus inter pares* for anyone going to the markets, supermarkets. This paper is aim to investigate the impact of COVID-19 on education and economy in Ekiti state, Nigeria.

Statement of the Research Problem

According to the Nigerian Education in Emergency Working Group (EiEWG) (2020) the outbreak of COVID-19 and the closure of schools in the country complicated the humanitarian, development and government partnership efforts, particularly in the Southwest part of the country, making it very difficult for the implementation responses to COVID-19 programmes such as funding, movements from place to place and to the IDP camps, etc. Following this complicating circumstance, the EiEWG argued that the suddenness of the crisis of COVID-19 has impacted negatively on academic calendar of all students not only in Ekiti State but also on other regions of the country.

Purpose of the Study

The general purpose of this study was to investigate the impact of COVID-19 on academic calendar of higher institutions in Ekiti state. Specifically, the study tends:

1. To find out the effects of COVID-19 schools closure during pandemic on Teaching and Learning in the Higher Institutions in Ekiti State.
2. To find out the Coping Strategies in higher institutions to contain the spread of Covid-19 in Ekiti State.

Research Questions

The following research questions were formulated to guide the study:

1. What are the effects of COVID-19 schools close down on the Teaching and Learning in higher institutions in Ekiti State?
2. What are the coping strategies in higher institutions to contain the spread of Covid-19 in Ekiti State?

Conceptual and Empirical Review of Literature

Meaning of the COVID-19 pandemic

According to the World Health Organization (WHO), corona viruses are a family of viruses that cause illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). These viruses were originally transmitted from animals to people. SARS, for instance, was transmitted from civet cats to humans while MERS moved to humans from a type of camel. Several known corona viruses are circulating in animals that have not yet infected humans. The name corona virus comes from the Latin word corona, meaning crown or halo. Under an electron microscope, the looks like it is surrounded by a solar corona. The novel corona virus, identified by Chinese authorities on January 7 and since named SARS-CoV-2, is a new strain that had not been previously identified in humans. Little is known about it, although human-to-human transmission has been confirmed (Ajazeera, 2020).

The coronavirus began in Wuhan, Hubei Province, China. Residents who lived in Wuhan had some link to a large seafood and live animal market, which suggest that the mode of transmission of coronavirus was from animal to person. The virus has been named “SARS-CoV-2” and the disease it causes has been named “coronavirus disease 2019” (abbreviated “Covid-19”). The first known patient of Coronavirus started experiencing symptoms in Wuhan, China on 1 December 2019. Since then, there have been over 800,000 reported cases around the world.

Therapeutic diagnosis and findings have revealed that people tainted with COVID-19 can be symptomatic or asymptomatic in the premature stages of the virus depending on the each person immune system. It is reported that the signs of the infection contain dry cough, fever, tiredness, shortness of breath, headache and general body weakness owed to the incentive of supplementary pains in the body (Zhong et al., 2020). The newness of SARS-CoV-2 and its obscure hereditary scenery effect to complexity in management of COVID-19 and the improvement of defensive vaccines.

The occurrence of the new coronavirus plague in China lead to primetime reports in Africa as the dilemma of its global students in Wuhan where it start took centre phase. At the involvement of

the epidemic, Hubei, the region where Wuhan is situated, have around 5,000 of the nearly 82,000 African students in China (Zhong et al., 2020).

At the outset of the calamity, priority in the international north paying attention principally on the commotion that the virulent disease, would bring students from China and its financial impact on their upper learning stages. The hard work used to stop the broad of the virus spectrum from increasing or postponing educational requisites to banning incoming students.

Higher Education System

Nigeria's education system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). According to Nigeria's latest National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education (WENR, 2017). At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of Polytechnics, Monotechnics, and Colleges of Education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, and vocational and technical education. The academic year typically runs from September to July. Most universities use a semester system of 18 – 20 weeks. Others run from January to December, divided into 3 terms of 10 -12 weeks. The National University Commission (NUC), the government umbrella organization that oversees the administration of higher education in Nigeria, listed 40 federal universities, 44 state universities and 68 private universities as accredited degree-granting institutions on its website as of 2017.

Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities.¹ It includes all the activities a given country deems to be higher education - not only those that take place within ordinary universities and graduate schools, but shorter term education and training courses (polytechnics, junior colleges, and various forms of technical specialty schools) that are 2-3 years in length, and even correspondence courses that make use of information technology and are targeted at a broad population of students. Higher education institutions - most prominently universities - have three functions in total. In addition to education, these are research and contributing to society. The research and education functions are two sides of a coin; research makes a higher level of education possible and education, in turn, develops the human resources to do research. Recently, contributions to society have increasingly been demanded of higher education institutions. This means the higher education institutions need to have activities to ensure that accumulated knowledge is circulated directly back to society and that they do not become "ivory towers."

The National Policy on Education (FGN, 2004), defines Higher Education as the Post-Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. The objectives of higher education include the following:

- i. the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies
- ii. The development of the intellectual capacities of individuals to understand and appreciate environment
- iii. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community
- iv. The acquisition of an overview of the local and external environments (FGN, 2004).

The National Policy on Education again stated that higher educational institutions should pursue these goals through:

- i. Teaching
- ii. Research
- iii. The dissemination of existing and new information
- iv. The pursuit of service to the community
- v. By being a store- house knowledge (FGN, 2004).

There are serious concerns that the introduction of the new calendar due to pandemic might have an adverse effect on student performance in the final exam. This negative effect may result from the concentration of the exams in a short period of time as well as from the long gap between learning and formal assessment for those subjects taken by students during the first semester.

Impact of Covid-19 on Education

Coronavirus Disease (Covid-19) deadly disease has resulted to total shutting of schools in about 215 countries all over the world with 91.4% of the total number of enrolled learners in these countries momentarily mandatory out of school (UNESCO, 2020). It is accounted that over 1.6 billion students transversely the world which are presently obliged to stay out of schools as social distancing is being enforced locally and regionally around the world in order to enclose the extend of coronavirus disease. Besides, statement shows that lockdown of schools is added important in Nigeria (UNESCO, 2020).

In a short time, COVID-19 has disrupted the landscape of learning in Nigeria by limiting how students can access learning across the country. However, apart from the pharmaceutical interventions and other preventive measures like using of facemask, washing of hands, social distancing has been the most effective way of minimizing the spread of COVID-19. The

effective implementation of social distancing demands that schools be closed for as long as each government from different countries are certain that the pandemic has been curtailed enough for the safety of learners and teachers before recommence back to the class.

Ngogi and Mahaye (2020) discourse that long periods of learning would be lost for as long as the closures lasted. This is evident as different cases are recorded daily. Oke (2020) reported that schools losing long periods of learning because of the disease outbreak can upshot to both chronological and stable smash up on educational system. The temporal damage include disruption of curriculum which could take a long time to be recovered while the undeviating spoil which include the actuality that some students may never come again to school even when the infection outbreak ended.

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, Anyanwu, (2020) 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 (NCDC,2020) 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. Ani (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.

Methodology

This study examined the impact of Covid-19 pandemic school close down on the research programme of higher institutions in Ekiti, Nigeria. The study used descriptive survey design. The population of the study constituted all the public higher institutions in Ekiti State. Out of this,

150 respondents within the three sampled institutions were selected. Random sampling technique was used to select the respondents. Two research questions were developed for the study. The instrument for data collection was an 8-item questionnaire adapted by the researchers titled 'Impact of Covid-19 on Academic Calendar of Higher Institutions Questionnaire (ICPACHIQ). The instrument was validated by two researchers. Cronbach Alpha reliability coefficient was adopted to determine the internal consistency of the questionnaires items. The reliability coefficient obtained was 0.75 which shows that the questionnaire is reliable for the study. The questionnaire was sent to the respondents through their emails. Their email addresses were collected through their various department. The respondents were contacted and they accepted to participate in the research as respondents. The return of answered questionnaire was 100% sent through their email to the researchers. The data collected were analyzed using simple percentage.

Result Analysis

Research Question 1: What are the effects of COVID-19 on schools closure during the pandemic on the Teaching and Learning process in the higher institutions in Ekiti State?

Table 1 Responses on the effects of COVID-19 on schools closure during the pandemic on the Teaching and Learning process in the higher institutions in Ekiti State.

Item	N	Agree	%	Disagree	%
Teaching and learning were suspended in all higher instructions during COVID-19 schools close down	150	135	90	15	10
Suspension of internal and external examinations	150	133	88.6	13	11.4
COVID-19 schools close down affects academic calendar of higher institution	150	145	96.6	5	3.4
It leads to suspension of all extra-curriculum activities in all higher institutions	150	140	93.3	10	6.7

Table 1 shows the result collected from research question one which reveals that 135(90%) of the respondents agreed that COVID-19 schools close down has led to suspension of teaching and learning in all higher institutions, 133(88.6%) of the respondents agreed that internal and external examinations were suspended in all schools, 145(96.6%) of the respondents agreed that COVID-19 schools close down has affected the academic calendar of higher institutions while 140(93.3%) of the respondents agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in all higher institutions. This implies that the

majorities of the sampled respondent agreed that COVID-19 schools close down has affected the academic programme of all students in the higher institutions in Ekiti State.

Research Question 2: What are the coping strategies in higher institutions to contain the spread of Covid-19 in Ekiti State?

Table 2 Responses on the higher institutions coping strategies to contain the spread of Covid-19 in Ekiti State

Item	N	Agree	%	Disagree	%
Introducing e-learning to contain the spread of COVID-19	150	130	86.6	20	13.4
Collaborating with other institutions on the research for Covid-19 vaccine	150	123	82	27	18
Manufacturing of facemask	150	105	70	45	30
Public awareness	150	138	92	12	8

Table 2 shows the result collected from research question two which revealed that 130(86.6%) of the respondents agreed that the higher institutions introduced e-learning to contain the spread of COVID-19, 123(82%) of the respondents agreed that higher institutions in Ekiti State collaborating with other institutions on the research for COVID-19 vaccine, 105(70%) of the respondents agreed that higher institutions in Ekiti state involved in manufacturing of face mask to contain the spread of COVID-19 while 138(92%) of the respondents agreed that there was public awareness by higher institutions on COVID-19. This means that almost all of the respondents agreed that the higher institutions had put great measure in place to curb the spread of the virus in Ekiti State.

Discussion of Result

Result collected on table one item one reveals that 135(90%) of the respondents agreed that COVID-19 schools close down has led to suspension of teaching and learning in all higher institutions. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to suspension of teaching and learning in all higher institutions. Missing classes as a result of COVID-19 schools down is not the best for the students. COVID-19 interruption will affect students learning. According to Carlsson et al. (2015), who considers 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.

Result collected on table one item two reveals that 133(88.6%) of the respondents agreed that COVID-19 schools close down has led to internal and external examinations were suspended in all schools. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to suspension of internal and external examinations reduction in investment on education. This means that the majorities of the respondents agreed that COVID-19 Schools close down has effects on the academic calendar of higher institutions. This finding is in agreement of the submission of Simon & Hans, (2020) who observed that the closure of 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 and learning difficulties and can have harmful long-term consequences for the child.

Result collected on table two item three reveals that 145(96.6%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of higher institutions. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has affected the academic calendar of higher institution. This result collected supported the view of Ade (2020) who concluded that higher institutions in Nigeria will suffer more because their entire academic calendar will be affected due to COVID-2019 pandemic school close down.

Result collected on table two item four reveals that 140(93.3%) of the respondents strongly agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in higher institutions. This implies that the majorities of the sampled respondent agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities schools. This finding confirms the submission of Oke (2020) reported that schools losing long periods of learning because of the disease outbreak can upshot to both chronological and stable smash up on educational system. The temporal damage include disruption of curriculum which could take a long time to be recovered while the undeviating spoil which include the actuality that some students may never come again to school even when the infection outbreak ended.

Finally, the result collected on table two revealed that 130(86.6%) of the respondents agreed that the higher institutions introduced e-learning to contain the spread of COVID-19,123(82%) of the respondents agreed that higher institutions in Ekiti State collaborating with other institutions on the research for COVID-19 vaccine , 105(70%) of the respondents agreed that higher institutions in Ekiti state are producing face masks for free distributions for the people to protect them from containing the Covid-19 in Ekiti state while 138(92%) of the respondents agreed that higher institutions as part of their community services are enlightening the general public on prevention

of Covid-19. This means that almost all of the respondents agreed that the higher institutions had put great measure in place to curb the spread of the virus in Ekiti State. This finding supported 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.

Conclusion

This paper examined the impact of COVID-19 on academic calendar of higher institutions in Ekiti State, Nigeria. There is no doubt that there is going to be a serious set-back in the development of Nigeria education system if the coronavirus pandemic lockdown is not properly managed by the government and concern personnel. From the result collected from the study, it can be established that Covid-19 pandemic school closure have impact on academic calendar of higher institutions in Ekiti state.

The outbreak of the corona virus coupled with the lockdown of schools at various levels of education in Nigeria has served as test for the education technology interventions for teaching-learning activities. Unfortunately the Nigeria education system arrived at this point not fully prepared. It was observed that even the e-Learning chosen as the alternatives to be used in reaching out to the learners in the period of lockdown has not successfully work because of non-employment of expert to manage the IT section of the Nigeria Education system, huge tariff charges from various network providers in Nigeria. Also with the move to reopen schools to the learners in terminal classes, there will be adequate time to prepare them for their respective terminal examinations, but this can only be possible if the government and the schools authorities make available preventive measures and facilities to prevent the spread of coronavirus in our schools. The good question here is will this move be effective now that the government and the nation at large are experiencing economic meltdown? Nobody knows the answer to this until the move is been reevaluated after a period of operation in that trend.

This study shall be of high benefit to students because they will benefit from the results of the study such that they will identify the effectiveness e-learning.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. The Minister of education should direct all Schools administrators to come up with strategies to cover up the teaching and learning gap created as result of the COVID-19 schools closed down.

2. The Schools administrators should ensure teachers develop strategies to cover all their scheme of work for the term before going for internal examinations,
3. The government should provide all infrastructural facilities that will support online education in all the schools in Ekiti State to prevent any eventuality of future close down of schools because of pandemic.
4. Government should provide incentives in terms of loans public, particularly those who are below the poverty line.
5. 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.

References

- Aljazeera. Coronavirus: Which Countries have Confirmed Cases? Retrieved from aljazeera.com January 15, 2021.
- Ani, E. (2020) "Coronavirus: Fayemi declares dusk to dawn curfew in Ekiti", Daily Post. <https://www.google.com/amp/s/dailypost.ng/2020/03/29/coronavirus-fayemi-declares-dusk-to-dawn-curfew-in-ekiti/amp/>
- Anyanwu, J. (2020), COVID-19: Economic Impact and Pandemic & Planning. Available at <http://home.kpmg/ng/en/home/insights/2020/03/covid-19-economic-impact-pandemic-planning.html>.
- Ashube, B. (2020) "Ekiti commences distribution of food items as palliatives for COVID-19", <https://agronaturenigeria.com/ekiti-commences-distribution-of-food-items-as-palliatives-for-covid19/amp/>
- Chen, Zhou, et al.; Huang et al. Wang et al (2019). Further Evidence from Hospitalized Coronavirus Patients in Wuhan, China. A Descriptive study. Lancet, 2020, 395(10223), 507-514.
- Federal Government of Nigeria, (2020): "NYSC shuts orientation camps over coronavirus fears", TheCable. <https://www.google.com/amp/s/www.thecable.ng/breaking-nysc-shuts-orientation-camps-over-coronavirus-fears/amp>
- Carlson, B.A. (2020). "What You Need To Know About Covid-19, the Novel Coronavirus", <https://www.jhsph.edu/covid-19/questions-and-answers/what-you-need-to-know-about-covid-19-the-novel-coronavirus.html>
- Ngugi, E. Mahaze, E. (2020). The Impact of Covid-19 Pandemic on Education: Navigating Forward the Pedagogy of Blended Learning. University of Pretoria, South Africa, 5, 4-9.

- Nigeria Centre for Disease Control (NCDC) Report (2020). covid19.ncdc.gov.ng. International Monetary Fund (2020), Policy Response to COVID-19. Available at <https://www.imf.org/en/Topics/imf-and-covid19/Policy-Responses-to-COVID-19>
- Ogunjobi, G, (2020). “COVID-19: Tears flow as Ekiti Task Force burns goods,brutalises traders”, <https://thenationonlineng.net/covid-19-tearsflow-as-ekiti-task-force-burns-goods-brutalises-traders/amp>
- Oke, V. (April 7, 2020). “Covid-19: Ekiti Begins Distribution of Palliatives”, www.informationng.com/2020/04/covid-19-ekiti-begins-distribution-ofpalliatives-photos.html/amp
- Dinesh C. F, Shadi O.U and Shuriah, A. A. (2020). May 26: 8000+ cases, Africa’s 4th impacted. <https://www.africannews.com/2020/05/26/nigeria-coronavirus-hupupdates-covid-19/>
- Shereen, M. A., Khan, S., Kazmi, A., Bashir, N. and Siddique, R. (2020). “COVID19 infection:Origin, transmission, and characteristics of human corona viruses”, Journal of Advanced Research. 24. 91-98. <https://doi.org/10.1016/j.jare.2020.03.0055>
- Simeon & Hans, (2020). “Coronavirus: Nigeria confirms 5 new cases”, PulseNG. <https://www.pulse.ng/news/local/coronavirus-nigeriaconfirms-5-new-casws/bfderkf>
- UNESCO.(2020).COVID-19 Education Response <https://en.unesco.org/covid19/educationresponse>
- United Nations (2012). News Ways to Measure Poverty from a Gender Perspective. <https://www.un.org/en/development/desa/news/statistics/new-waysto-measure-poverty-from-a-gender-perspective.html>
- World Health Organization. (2020). Coronavirus Disease 2019 (COVID-19): situation report-36. Available online: https://www.who.int/docs/default-source/coronaviruse/situationreports/20200225sitrep36covid19.pdf?sfvrsn=2791b4e_02.
- Zhong, B.L., Luo, W., Li, H.M., Zhang, Q.Q., Liu, X.G., and Li, W.T. (2020). Knowledge, Attitudes, and practices towards COVID-19 among Chinese residents during the rapid riseperiod of the COVID-19 outbreak: a quick online cross-sectional survey. International Journal of Biological Science, 16(10), 1745-1752.