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**COVID-19 PANDEMIC: IMPLICATIONS FOR
SUSTAINABLE NATIONAL DEVELOPMENT**

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Dr. Tessy Okoli
WICE National President

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EDITORIAL COMMENT

JOWICE (ISSN:1118-5384) is the official Journal of The National Association of Women In College of Education (WICE), published annually in October. For obvious reasons, we have tried to shift from the normal production of journal in October to June to accommodate our members who may wish to elevate their academic status and research standard.

In this 25th Edition of the JOWICE with the theme: COVID-19 PANDEMIC IMPLICATIONS FOR SUSTAINABLE NATIONAL DEVELOPMENT, well researched Academic Articles that are either empirical or opinion papers which cover a wide range of issues relating to COVID-19 PANDEMIC, it's implications to every facet of life and how amidst of its spread, sustainable national development can be achieved.

The articles in this edition are products of the 25th Annual National Conference of the WICE held at the Federal College of Education, Okene, Kogi State in Nigeria in October 2021.

Our conferences are open to both members and non-members of WICE and papers are also welcome provided the papers are in line with the conference theme and properly researched to be accepted for publication. The Association of Women in Colleges of Education (WICE) does not assume responsibility for point of views or opinions expressed by the contributors. This implies that the views and opinions are purely that of the contributors and the Association cannot be held liable.

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COVID-19 PANDEMIC: IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN PRIMARY EDUCATION

By

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Abstract

The study examined Covid-19 pandemic and its implication for sustainable national development in Primary Education. The concept of sustainable development, coronavirus (Covid-19) pandemic education were extensively discussed. The paper highlighted the seventeen sustainable development goals as well as the implication of Covid-19 on the goals as it affects education (primary) in Nigeria. The goals include (a) No poverty (b) Zero hunger (c) Good health and wellbeing (d) quality education (e) Gender equality (f) Clean water and sanitation (g) Affordable and clean energy (h) Decent work and economic growth (i) Industry, innovation and infrastructure (j) Reduced inequalities (k) Sustainable cities and communities (l) Responsible consumption and production (m) Life below water (n) Climate action (o) Life on land (p) Peace, justice and strong institution (q) Partnership for the goals. Conclusion and some recommendation were made.

Keywords: sustainable development, coronoravirus, primary education.

Introduction

The most important policy tool available to develop skills and potentials is going to school. School time can be very interesting and from an economic stand point, the primary point being in school is that it increases a learner's (child) ability to become useful and acceptable member of the society. Adelaku (2020) opined that even a relatively short period of missed school may have consequences for skill growth in future. Adelaku (2020), also stated that 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 in built abilities may not be easily noticed precisely.

UNESCO (2020), reported that about 35.9 million primary and secondary school learners are currently out of school as a result of the school closures. For primary schools, this number totals approximately 25.6 million learners of which about 87 percent 23.5 million are learners enrolled in public schools. The numbers are just as stark for secondary school learners.

What is Coronavirus (COVID-19)?

This is a type of common virus that infects humans typically leading to an upper respiratory infection (URI), Davis (2021). Seven different types of human coronavirus have been identified. Most people will be infected with at least one type in their life-time. The viruses are spread through the air by coughing and sneezing, close personal contact, touching an object or surface contaminated with the virus and rarely, by fecal contamination. The illness caused by

most coronaviruses usually last a short time and is characterized by runny nose, sore throat, feeling unwell, cough and fever. Coronavirus (Covid-19) was first discovered in December 2019 in the city of Wuhan (China) and is recently posing a global challenge to health. In January 30, 2020 the World Health Organization (WHO) announced that the outbreak had constituted a public health emergency of international concern.

The novel corona virus was initially named 2019-ncov and officially severe acute respiratory syndrome coronavirus 2 (SARSCOV-2). In February 26, Covid-19 has been recognized in 34 countries with a total of 80,239 laboratory confirmed cases and 2,700 death (WHO 2021). The World Health Organization, (WHO, 2021) defined coronavirus disease (Covid-19) as an infectious disease caused by the SARS-Cov-2 virus. According to them, most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention.

Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease or cancer are more likely to develop serious illness. Anyone can get sick with Covid-19 and become seriously ill or die at any age. The best way to prevent and slow down transmission according to WHO 2021, is to be well informed about the disease and how the disease spread. Protect yourself and others from infection by staying at least 1 metre apart from others, wearing a properly fitted mask and washing your hands or using an alcohol-based rub frequently and get vaccinated.

The virus can spread from an infected person's mouth or nose in small liquid particles when they cough, sneeze, speak, sing or breathe, WHO (2021).

Symptoms of Coronavirus: These include

- Most common symptoms; Fever, dry cough, tiredness
- Less common symptoms; aches and pains, sore throat, diarrhoea, conjunctivitis, headache, loss of taste or smell, a rash on skin, or discoloration of finger or toes.
- Serious symptoms; difficulty in breathing or shortness of breath, chest pain or pressure, loss of speech or movement etc. WHO, 2021.

Impact of Covid-19 on the Nigeria School System (Primary School Education)

In Nigeria, the outbreaks of lassa fever, bird flu, monkey pox, ebola disease etc. did not weigh down the socio-economic and educational system as the case of coronavirus, this has been raising serious concern in the country, school system and heartfelt burden to the concern personnel knowing well the possible effects of the prolong holidays as a result of the pandemic. Ajijie, (2021).

The outbreak coupled with the spread of the disease in Nigeria has led to shutdowns of economic activities in most major cities, states in the country have been severely affected by the Covid-19 pandemic. In the views of Ozili (2020), the existing structural weaknesses have led to the severity of the crises in the country. Again, given the large poor population in Nigeria, house orders and other restrictions employed in some high-income countries cannot be practical or may not yield better incomes. WHO, (2020).

Managing Coronavirus Pandemic in Nigeria Primary Education System

According to the coronavirus response monitoring plans by UNICEF Nigeria (2020), Nigeria Education sector maintains a response monitoring tool (RMT) named 5W Matrix (Who is doing what, Where, When and for Whom) for monitoring Education sector partners activities under the current Covid-19 contingency response. While the pandemic is still on, partners are submitting their reports on a monthly basis to the Education sector secretariat appointed team.

Based on this, the education sector secretariat team on a regular basis developed maps and other tools to strengthen the coordination on the response; they ensure proper documentation in identifying gaps and prevent duplication of activities/ programmes during and after the pandemic period. The monitoring system also aimed to minimize reporting requirements to partner while at the same time provide regular required information and ensure alignment with the sector. (UNICEF Nigeria 2020).

Implication for Sustainable Development

The concept of sustainable development was popularized by the Brundtland Report in 1987, Usoro and Modo, 2012 in Lorngurum (2020). The report defined sustainable development as the tendency for any development programme or policies to meet the needs of the present generations. Also, Jhingan (2006) in Lorngurum, (2020) asserted that sustainable development means development should keep going. He emphasized the creation of sustainable development in the quality of life of all people through increase in real income per capital, improvement in education, health and general quality of life and improvement in quality of natural environmental resources.

Simply put, sustainable development refers to using and managing the world's resources, both human and natural in ways that meet current and growing human needs without compromising the ability of future generations to meet their needs. (UNESCO, 2012).

Sustainable development goals (SDGS) also known as Global goals were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity (UNDP, 2021). These are a collection of 17 interlinked global goals designed to be a blue print to achieve a better and more sustainable future for all. They were set up in 2015 by the United Nation General Assembly and intend to be achieved by the year 2030.

Sustainable development is "competent management of a country's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people's needs." Alexander (2000) in Bellow and Chibado, (2020). According to them, the most widely and used definition described sustainable development as: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

UNDP (2015) enumerated the following SDGS

1. No poverty
2. Zero hunger
3. Good health and well being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy

8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Peace, justice and strong institution
16. Life on land
17. Partnerships for the goal. (UNDP, 2021).

For a truly sustainable development, many factors have to be considered and evaluated before embarking on any developmental programme, if this is not carefully done, then some sectors will suffer negatively, if not now, then in the future. One thing that must be given a pride of place for the attainment of these SDG'S is education.

Undie and Ferdinand (2021); viewed education as a tool for sustainable development of any nation and schools are established as social institutions charged with the major function of producing the necessary manpower for her development. Primary education can achieve this by guaranteeing desirable changes in learners in terms of attitude, skills, abilities, knowledge and values through effective teaching and learning to make them (learners) positive agents of development. (Federal Republic of Nigeria (2013). The National policy on education (2014), makes it clear that primary education is not only a fundamental human right, it is also an enabling right but that with direct impact on the realization of all other human rights it is a global common good and a primary driver of progress across all 17 sustainable development goals. The upsurge of COVID-19 almost led to the collapse of primary education in Nigeria. This is because schools were closed for almost a year. When primary education system collapses, peace, prosperous and productive society cannot be sustained, hence the need for a proactive step by government. In order to mitigate the potentially devastating consequences of the Covid-19 pandemic, government and stakeholders are encouraged to pursue the following:

- Suppress transmission of the virus and plan thoroughly for school reopening.
- Protect education (primary) through financing and coordination for impact.
- Build resilient education system for equitable and sustainable development.
- Re-imagine and accelerate change in teaching and learning.

In the short term, children have experienced access to essential goods and services, increased poverty, food insecurity and exposure to violence, abuse and exploitation, as well as decline in physical and mental health, nutrition and learning outcomes, psychological well being and on the ability of households to recover, especially among vulnerable household. UNICEF and Social policy Research Institute (2021).

Conclusion

The outbreak of the Covid-19 pandemic has not only unravaged the poor state of infrastructure and facilities in the health sector of Nigeria but has also revealed the reality of the dilapidation and poor funding of the education sector particularly the primary education. Besides the health sector, primary education has suffered tremendously the impact of Covid-19, while most countries have easily adopted and switched to virtual classes, in Nigeria, it is not only difficult but also impossible to open our schools virtually due to lack of facilities necessary to operate

virtual classes, poor provision of the internet, electric power supply, high cost of mobile data etc.

Recommendations

The following recommendations were made:

- Equitable and adequate funding of primary education is necessary to check future interruption of the sector.
- Experts should be employed to manage the ICT sectors of the Nigerian education system.
- Google classrooms should be designed for learners.
- Provision of preventive kits for both teachers and learners in the school to curb the spread.
- The electricity supply should be made available to power all the ICT gadgets in the school.

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IMPACT OF COVID-19 PANDEMIC ON ACADEMIC ACTIVITIES IN SENIOR SECONDARY SCHOOLS IN JALINGO LOCAL GOVERNMENT AREA OF TARABA STATE.

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Abstract

This study examined the impact of Covid-19 pandemic on academic activities of Senior Secondary Schools in Jalingo Local Government Area. A survey research design was adopted for this study and the research work was carried out in Jalingo L.G.A of Taraba State of Nigeria. The researcher sampled a total of seven (7) Secondary Schools in the area of study with the population of two hundred and fifty (250) out of which Seventy (70) teachers were sampled for the study. A structured questionnaire titled impact of Covid-19 on academic Activities of Senior Secondary School Questionnaire (ICAASSSQ) was for obtaining information for the study. Simple random sampling techniques were used to select the sample size and the reliability of the instrument was determined through the test re-test method. The data were analyzed using simple percentage. Result collated revealed that 70n (100%) of the respondents strongly agreed that impact of Covid-19 Pandemic has led to suspension of internal and external examinations, suspension of teaching and learning in schools, suspension of extra-curriculum activities and change in the academic calendar. The paper that the Minister of Education should direct all senior secondary school administrators to come up with strategies to cover up the year teaching and learning gap created as a result of the impact of Covid-19 pandemic on academic activities.

Keywords: Implication, impact, COVID-19, Academic, Activities, Secondary Schools

Introduction

School activities are activities that the senior secondary schools engage to achieve the aims of establishing them. School activities is also refers to all academic and non-academic activities that schools engages with the objective of actualizing their primary objectives. School activities include the academic activities and non-academic activities. Academic activities of Senior Secondary Schools in Nigeria include; teaching and learning, examination and extra-curriculum activities. These activities are designed for the Schools to enable them achieve their objectives.

Secondary Education is the education that children receive after primary education and before the tertiary education. Based on the 6-3-3-4 system of education, secondary education comprises six years duration, but given in two stages:

A junior secondary school stage and a senior secondary school stage, each to run for three years duration.

The junior secondary school is both pre-vocational and academic.

It is tuition free, universal and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into: The senior secondary school, technical college, an out-of-school vocational training Centre and apprenticeship.

The second phase of secondary education is the senior secondary.

It is comprehensive with a core-curriculum designed to broaden students' knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers.

Senior Secondary Schools in Nigeria conducts three academic sections every year. They are first term examination, the secondary term examination and the promotion examination. The graduating students at the senior level write different examination depending on the system of the schools, Student in conversional secondary schools. At the end of the 12th grade in May/June, students sit for the Senior School Certificate Examination (SSCE). They are examined in a minimum of seven and a maximum of nine subjects, including

Mathematics and English, which are mandatory.

Successful candidates are awarded the Senior Secondary Certificate (SSC), which lists all subjects successfully taken. Students can sit for a second SSC annual examination if interested or if they need to improve on poor results in the May/June exams. SSC examinations are offered by two different examination boards: the West African Examination Council and the National Examination Council (NECO).

The examination is open to students currently enrolled in the final year of secondary school, as well external private candidates (in the November/December session only). The broad goals of Secondary Education according to the National Policy on Education (2004) include:

The preparation of the individual for: (1) Useful living within the society (2) Higher Education. (3) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background.

Offer diversified curriculum to cater for the differences in talents, opportunities and future roles, (b) Provide trained manpower in the applied science, technology and commerce at sub-professional grades, (c) Develop and promote Nigerian languages, art and culture in the context of world cultural heritage, (d) Inspire its students with a desire for self-improvement and achievement of excellence, vi. Foster national unity with an emphasis on the common ties that unite us in our diversity, (e) Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens, (f) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In 2010, Nigeria reportedly had a total 7,104 secondary schools with 4,448,981 students and a teacher to student ratio of about 32:1. Reforms implemented in 2014 have led to a restructuring of the national curriculum. Students are currently required to study four

compulsory “cross-cutting” core subjects, and to choose additional electives in four available areas of concentration. Compulsory subjects are: English language, Mathematics, Civic Education, and one trade/entrepreneurship subject. The available concentration subjects are: Humanities, Science and Mathematics, Technology, and Business Studies. The new curriculum has a stronger focus on vocational training than previous curricula, and is intended to increase employability of high school graduates in light of high youth unemployment in Nigeria.

In addition to public schools, there are a large number of Private Secondary Schools, most of them expensive and located in urban centers. Many private schools include U.S. K-12. International Baccalaureate or Cambridge International Examination curricula, allowing students to take international examinations like the International General Certificate of Secondary Education (IGSCE) during their final year in high school.

There are limited publications and papers on the impact of COVID-19 pandemic on academic activities of senior secondary schools student. The available ones include that of Wikipedia (2020) who submitted that the 2019-20 coronavirus pandemic has affected educational systems worldwide, leading to the widespread closures of schools and universities.

As of 3rd 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 23rd 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. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is tracking the impact of the pandemic on education.

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. The decreased enrolment of Chinese students has already impacted the economies of Australia, New Zealand and Canada.

1.1 Statement of the problems

Secondary education is one of the important and essentials stages of education students have to pass through. In Nigeria, one has to have at least secondary education to vie for or be appointed to a political position. Equally worthy of note is that with no admission into any Nigeria’s Universities for individuals. This means secondary education in Nigeria is a very important programme that does not have to be disrupted.

However, with the advent of Covid-19 Pandemic, both public and private secondary schools academic activities were unfortunately disrupted and because standstill schools at all levels including secondary schools were closed for academic activities. The researcher there fore intend to find the extent to which, Covid-19 Pandemic impacts on academic activities of senior secondary schools in Jalingo Local Government Area of Taraba State.

1.2 Objective of the Study

- i. To ascertain impacts of Covid-19 Pandemic on the activities of senior Secondary School students
- ii. To find out the extent to which Covid-19 pandemic affects the academic activities of senior secondary school

1.3 Research Questions

- i. Has Covid-19 Pandemic affects the activities of senior secondary school students
- ii. To what extent does Covid-19 pandemic impacts on the academic activities of senior secondary schools

a. Hypothesis

Covid-19 pandemic has no impact on both students and schools academic activities.

b. Significance of the study.

This study will provide an insight into the impact of covid-19 pandemic on the academic activities of senior secondary school student in Jalingo LGA Taraba State.

This study will help the researcher and lecturers in future for similar pandemic.

This study will also help the government and school administrator s for preparing and planning new school academic calendar.

Methodology:

A survey research design was adopted for this study.

This research work was carried out in Jalingo local government area of Taraba state. The researcher samples the total seven (7) secondary schools in the area of study. The total population of the study was 250 teachers in the public senior secondary schools in Jalingo local government area of Taraba state, Out of the population of teachers in the area of study (70) teachers were sampled because this number is manageable. Simple random techniques were used to select the sample size. A structured questionnaire, titled the impact of COVID-19 pandemic on academic activities of Senior Secondary School Questionnaire' (ICAASSSQ) was used in obtaining information for the study.

It is an open item questionnaire and is made up of two sections 'A and B'. Section A explained the rating scale and instructions to the respondents on how to fill the questionnaire, while section B was organized in clusters based on the two research questions of the study. It contains 5 questionnaire items, and the response options with values assigned to them are: Strongly Agree (SA)...4; Agree (A)...3; Disagree (D)...2; Strongly Disagree (SD)... 1. To ensure he face and validity of the instrument, copies of the questionnaire were sent along with copies of the research question and the purpose of the study to two experts in the faculty of Education Taraba State University.

Their suggestions were used to produce the final draft of the questionnaire used in this study. The reliability of the instrument was determined through the test re-test method. Twenty (20) copies of the instrument were administered to twenty teacher in a secondary school in Jalingo Local Government area of Taraba State, Nigeria and after an interval of two weeks, the questionnaire was re-administered to the same teachers.

The scores of the first and second administrations were correlated using Pearson Product moment Correlation Co-efficient statistic and the correlation co-efficient value stood at 0.68 which was considered high enough to confirm the instrument reliable. Copies of the questionnaire were then administered by the researcher to respondents on one on one basis. The researcher meets the teachers in their various schools and they were informed of the study. They responded positively and they were all sampled for the study.

Their copy was sent to the various teachers through their schools addresses and they responded, the researcher collected the data, and the data collected were analyzed using simple percentage.

Result and Discussion

The analysis of data generated to determine the impact of Covid-19 pandemic on the academic activities of senior secondary schools students in Jalingo Local Government of Taraba State is presented below.

Table 1: impact of Covid-19 pandemic on academic activities of senior secondary school students.

S/N	Items	Over all % total No of respondents	Strongly agree	Agree	Disagree	Strongly disagree	Total responden ts	% of the those who Agree
1.	COVID-19 Access Student, Activity of Senior School.	70	60	10	0	0	70	100%
2.	Suspension of Teaching and learning of student in schools.	70	22	8	0	0	70	100%

Result collected on table one item one reveals that 60 (85.7%) of the respondents strongly agreed and 10 (14.3%) of the respondents agreed that impact of COVID-19 pandemic on academic activities of senior secondary schools would affect the academic activities of SS schools in Jalingo Local Government of Taraba State.

Research Question 2: To what extent does Covid-19 impacts on the academic activities of senior secondary schools?

Table 2 Responses on effect of Covid-19 pandemic on the

S/N	The following are the effects of COVID-19 schools close down on the academic activities of senior secondary schools	Over all % of the No. of respondent s	Strongly agree	Agree	Disagree	Strongly disagree	Total responde nts	% of the those who Agree
1.	Suspension of internal and external examination	70	53	17	0	0	70	100%
2.	Suspension of teaching and learning in schools	70	62	8	0	0	70	100%
3.	Affects academic calendar	70	62	14	0	0	70	100%
4.	Suspension of extra-curriculum activities in schools	70	42	28	0	0	70	100%

Result collected on table two item two reveal that 62 (88.57%) two items two strongly agreed and 8 (11.4%) of respondent agreed that COVID- 19 pandemic led to the suspension of teaching and learning in senior secondary in Jalingo .

Table two item three revealed that 56 (80%) of the respondents agreed that Covid-19 pandemic has effects on academic calendar.

Result collected on table two item is one revealed that 53(75.7%) of the respondents strongly agreed and 17 (24.3%) of respondents agreed that Covid-19 Pandemic has led to suspension internal and external examinations in senior secondary school in Jalingo.

Result collected on table two items four revealed that 42 (60%) of respondents agreed that Covid-19 Pandemic has led the suspension of extra money Curriculum activities in Senior Secondary School in Jalingo.

Discussions:

The majority of the respondents agreed that Covid-19 Pandemic will affect the academic activities of senior secondary school.

This finding supported the discovery of Ade (2020) who found out that Covid-19 Pandemic has affected the academic activities of senior Secondary schools in Nigeria because major external examinations would be post poned.

The global lock down of education institution has caused interruption in internal assessment and the cancellation of public assessment for qualifications or their by an inferior to alternative Sinion & Hausa, (2020).

The respondents agreed that Covid-19 pandemic has affects on the academic activities in senior secondary schools. This finding is in agreement with the submission of the Simon and Haus, (2020) who observed that the closure of schools, Colleges and universities not only interrupts the teaching for Students around the world, the Closure of coincided with a key assessment period and cancelled.

The sampled respondents agreed that Covid-19 Pandemic have affected the academic calendar of Senior Secondary Schools. This result supported the view of Ade (2020) who concluded that Senior Secondary Schools in Nigeria will suffer more because their entire academic calendar will be affected to Covid-19 Pandemic School closure.

Conclusion

Best on the analysis of the results, it has been confirmed that Covid-19 has impact on academic activities such as Students academic activities, suspension of external and internal examinations, suspension of teaching and learning in Schools, effect on academic Calendar and suspension of extra curriculum activities in schools. So therefore the school administrator, the government and education state holder should come up with plans on how to cope with the pandemic.

Recommendations:

1. The Minister of education should direct all Senior Secondary Schools administrators to come up with strategies to cover up the months teaching and learning gap created as result of the COVID19 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. A The government should provide all infrastructural facilities that will support online education in all the senior secondary schools in Taraba state, particularly in Jalingo local government Area so that student can be able learn effectively in any future pandemic.
4. Student to should enrolled in vocational skill acquisition programs and activities during the school closure.
5. The school administrators should make sure that extra curriculum activities are included in academic activities schools re-open.

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IMPLICATIONS OF COVID-19 ON SUSTAINABLE DEVELOPMENT OF RURAL COMMUNITIES IN THE FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract

The study investigated the implication of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja. The study adopted descriptive survey research design. The population comprised of residents in three Area Councils (Gwagwalada, Bwari and Kuje) of the six Area Councils in the FCT. The target population was characterized by variability on the attributes of age, educational qualifications, religion, and marital status. A total of 320 respondents were used as the sample size. Multistage sampling procedure was adopted for the study. A combination of stratified sampling and proportionate random sampling techniques were used. Eight (8) items structured questionnaire titled "Covid-19 and Sustainable Development of Rural Communities Questionnaire" (CSDRCQ) was used as the instrument for data collection. Content validity was used. Test-retest method of reliability was used to obtain the internal consistency. The reliability index was obtained through Cornbrash's alpha (0.89). Data collected were analyzed using the frequency counts and the mean score. The study revealed among others that: corona virus disease has negative implication on sustainable development of rural communities. Covid-19 pandemic reduces income generation of rural community dwellers, causes food insecurity and health challenge in the family. Government presence was not felt among rural communities in the FCT during Covid-19 pandemic. The study recommended among others that there should be sustained public awareness campaign about the corona virus pandemic through mass media and Federal government should provide financial grant for every household to start up business to generate sustainable income.

Keywords: Covid-19, sustainable development, rural communities, Implication, FCT

Introduction

Corona virus disease otherwise referred to as Covid-19 is a novel virus that has brought myriads of challenges to the global community and its devastating negative impact to countries with weak health and economic systems. Research by the World Health Organization (2020), 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 covid-19. Some of the symptoms of covid-19 include; sore throat, runny nose, constant coughing/sneezing, breathing difficulty and fatigue.

The index case of corona virus in Nigeria started when an Italian national working in Lagos flew into the commercial city of Lagos from Milan, Italy, on February, 25, 2020 (Nigeria Center for Disease Control, 2020a). At the onset of the outbreak of covid-19, the Nigerian government made a great effort to stop the further spread of disease within the country. Such efforts include a ban on social gatherings (there were mechanisms to arrest and punish those who defy this); a shutdown of Lagos, Abuja, and Ogun states, which were regarded as the epicenter for the covid-19 pandemic; and other preventive measures such as an increase in screening at border entry points, self-isolation, social distancing of not less than 2 meters, use of hand sanitizer, and washing of hands frequently (Adnan, 2020; Obiezu, 2020).

No doubt that Covid-19 pandemic brought serious challenges to Nigeria's quest for sustainable development. Symbiotic relationship between covid-19 and sustainable development cannot be undermined. Sustainable development is defined by The World Commission on Environment and Development (1987), as cited by Onyeike and Adieme (2014), as the development that meets the need of the present without compromising the ability of future generations to meet their own needs. According to Nwogu and Adieme (2018), sustainable development is characterized by a continuous, guided process of economic, environmental and social change aimed at promoting wellbeing of citizens now and bearing in mind of the future. Sustainable development means attaining a balance between environmental protection and human economic development and between the present and future needs.

Sustainable development requires an integration of economic, social and environmental approaches towards development. Covid-19 however has implication for sustainable development particularly in developing countries like Nigeria. One of the basic principles of sustainable development is the harmony between man and nature. It depicts that development of humanity should not be on cost of environmental health. Covid-19 is a threat to environmental health and a threat to survival of human beings.

Sustainable development principle also include development within socio-cultural and traditional – knowledge base. In the era of scientific revolution, the world of social value, norms and traditional knowledge cannot be denied (Singh, 2014). However, covid-19 brought a halt to esteem social gathering. Maintenance of social distancing became order of the day in the era of covid-19 pandemic. Meanwhile, people in rural areas hardly maintain Covid-19 protocols in the aspect of maintaining social distance in the public. The communal lifestyle makes them to glue together in gathering like church activities, age grades, rite performances etc. These occasions were handed down to them by their ancestors and can never be jettisoned in this era of pandemic. This is the reason why more attention should be given to the rural areas. When people disobey Covid-19 protocols, they get infected with the virus, and by implication, reduce their capacity to contribute to sustainable development in the country.

Sustainable development focuses on enhancement of quality of life. Covid-19 reduces the quality of life. The Nigerian Centre for Disease and Control (2020b) revealed that after the first Covid-19 case was announced on 27 February in Lagos, as of September 20, 2020, there were cumulatively 57, 242 Covid-19 confirmed cases in Nigeria, with 48,569 cases discharged

and 1,098 recorded deaths in 36 states and the FCT. By April, 2022, the World Health Organization reported 3,142 corona virus deaths in Nigeria and 255,663 corona virus cases (WHO, 2022). The high rate of deaths and covid-19 infection is a threat to quality of life which is one of the principles of sustainable development.

Sustainable development encourages people to participate and also make them capable to manage their resources. But covid-19 reduces the capacity of people to neither participate nor manage their resource. The Federal and State Governments instituted several restrictions to slow down the spread of COVID-19, including State Border Closures and Curfews, total lockdowns, closure of schools, workplaces, and markets, etc. In rural communities, food demand and food supplies were hugely affected by movement constraints, low purchasing power, with huge negative impact on the vulnerable population groups (Siche, 2020).

The rationale for sustainable development is to meet the needs of the teeming population as well as maintain an eco-friendly environment both for the present and the future. Since man is the custodian of the environment, his actions and inactions determines the state of the environment. The human development is dependent upon the resources of the environment. A prosperous society relies on a healthy environment to provide food and resources, safe drinking water and clean air for its citizens. Covid-19 pandemic has contributed to the problem of food insecurity in every part of Nigeria. The resources of the environment cannot be tapped to sustain livelihood during the pandemic lockdown.

According to World Bank (2015), Nigeria is the second of five countries that constitute 60% of the world's 1 billion extremely poor people. In Nigeria, small farmers in rural communities make up 88% of the farming population, with over 72% of these smallholders living below the poverty line (FAO 2018). The rural famers cannot transport their harvested crops to market, no thanks to corona virus pandemic that brought seat at home. No meaningful development can take place where the large proportion of farming population in rural areas are denied opportunities of tilling the land, accessing health care services as well as education.

Ogisi and Begho (2021) added that Covid-19 is a potential driver of household hunger, poverty, and food insecurity. The authors noted that hunger, poverty, and food insecurity are limitation for sustainable development. Covid-19 affected various constituents of household food security in Nigeria. Prior to lockdown, households that could afford to stock up food staples purchased more than usual. This stockpiling in addition to disruptions in food supply chain drove prices up in regions where supply was limited. For instance, the price of a 50 kg bag of rice rose to NGN21,000 from NGN18000, and the price of yam rose from NGN500 to NGN1200 (Akinfenwa 2020). Such increases in the price of staple food pushed them beyond the reach of many farm households, increasing food insecurity, particularly for the 26 million undernourished Nigerians. Sustainable development cannot be achieved when teeming populace are malnourished and poor.

According to Singh (2014), at the core of sustainable development is the need to consider "three pillars" together: Society, the Economy and the Environment. No matter the context, the basic idea remains the same – people, habitats and economic systems are inter-related. It is however sad to note that income losses associated with Covid-19 also drove poor rural dwellers to seek alternative income-earning activities – involving migration which increased the risk of spreading the virus. For many rural communities, there was the conundrum of whether to follow lockdown rules at the risk of losing their livelihoods or continue farming and risk exposure to Covid-19 (Ubi & Akie, 2021).

Many rural community dwellers do not believe the existence of Covid-19, they rather believe that the virus was artificially created by government officials in order to loot public funds (Ubi and Akie, 2021). Though there are myriads of developmental challenges linked to Covid-19, amidst these problems, there are opportunities that the government and the people in rural areas can utilized to bring massive development in the area. Rural areas in Nigeria is strategically important considering the fact that raw materials for industrial growth and food consumed in urban centers come from rural areas. The bulk of the population in Nigeria reside in the rural areas, it is against this backdrop that this paper investigated the implication of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja.

Objective of the Study

The specific objectives the study sought to achieve is to:

1. Determine the implication of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja.

Research Question

- a. What are the implications of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja?

Research Methods

The research design adopted for the study was descriptive survey. The population comprised of residents in three Area Councils (Gwagwalada, Bwari and Kuje) of the six Area Councils in the FCT. The target population was characterized by variability on the attributes of age, educational qualifications, religion, and marital status. A total of 320 respondents were used as the sample size. Multistage sampling procedure was adopted for the study. A combination of stratified sampling and proportionate random sampling techniques were used. Eight (8) items structured questionnaire titled “Covid-19 and Sustainable Development of Rural Communities Questionnaire” (CSDRCQ) was used as the instrument for data collection, using Likert-type rating scale in which scores were assigned to each response as follows: Strongly Agree (SA) carries 4 point; Agree (A) carries 3 point; Disagree (D) carries 2 point and Strongly Disagree (SD) carries 1 point. Content validity was used. Test-retest method of reliability was used to obtain the internal consistency. The reliability index was obtained through Cornbrash’s alpha (0.89). Out of the 320 questionnaires administered, 276 were returned valid, representing 86% success rate. Data collected were statistically analyzed using the frequency counts and the mean score to answer the research questions. 2.50 was taken as the bench mark for decision making. A mean score from 2.50 above was accepted, while a mean score less than 2.50 was rejected. Discussions of findings were done immediately after data analysis.

Study Area

The Federal Capital Territory (FCT), Abuja is located in the centre of the country. It replaced Lagos as the capital of Nigeria on 12 December, 1991. Abuja's geography is defined by Aso Rock, a 400-metre (1,300 ft) monolith. The Presidential Complex, National Assembly, Supreme Court and much of the city extend to the south of the rock. Zuma Rock, a 792-metre (2,598 ft) monolith, lies just north of the city on the expressway to Kaduna. At the 2006 census, the city of Abuja had a population of 776,298. As of 2016, the metropolitan area of Abuja is

estimated at six million persons, placing it behind only Lagos, as the most populous metro area in Nigeria (Jaiyeola, 2016). The indigenous inhabitants of Abuja are Gbagyi, Bassa, Gwandara, Gade, Dibo, Nupe and Koro.

Results

Research Question: What are the implications of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja?

Table 1: Mean response on implications of Covid-19 on sustainable development of rural communities

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	x	Decision
1	I am aware of corona virus disease	216	48	5	7	3.71	Accepted
2	Covid-19 pandemic reduced my income generation	201	66	6	3	3.68	Accepted
3	My family could not get food to eat because of covid-19 pandemic	206	63	5	2	3.71	Accepted
4	There was no government presence in my community during Covid-19 pandemic	139	98	20	19	3.29	Accepted
5	Covid-19 pandemic contributed to the high cost of food stuff in my community	206	63	5	2	3.71	Accepted
6	Covid-19 contributed to the slow pace of development in my community	221	53	2	0	3.79	Accepted
7	Corona virus is a source of worry for my family health.	105	81	52	38	3.11	Accepted
8	I believe that corona virus is real	98	71	60	47	2.79	Accepted
	Average mean score					3.47	Accepted

Source: Field survey, 2022

Table 1 presents data with respect to the implications of Covid-19 on sustainable development of rural communities in the Federal Capital Territory, Abuja. The analysis shows agreement with all items. The average mean score of 3.47, creates basis for the conclusion that Covid-19 pandemic has negative implication for sustainable development.

Major Findings

The following were major findings:

- Rural community dwellers in the FCT are aware of the existence of corona virus disease
- Covid-19 pandemic reduces income generation of rural community dwellers in the FCT
- Rural community dwellers in the FCT could not get food to eat because of covid-19 pandemic
- There was no government presence in rural communities in the FCT during Covid-19 pandemic

- Covid-19 pandemic contributed to the high cost of food stuff in rural communities in the FCT
- Covid-19 contributed to the slow pace of development in rural communities in the FCT
- Corona virus is a source of worry for the health of rural community dwellers in the FCT

Discussion of Findings

The findings in Table 1 revealed that rural community dwellers in the FCT are aware of the existence of corona virus disease. Covid-19 pandemic reduces income generation of rural community dwellers as many rural community dwellers in the FCT could not get food to eat. The Table revealed also that there was no government presence in rural communities in the FCT during Covid-19 pandemic. Covid-19 pandemic contributed to the high cost of food stuff in rural communities in the FCT and Covid-19 contributed to the slow pace of development in rural communities in the FCT as well as source of worry for the health. These findings corroborated the report of WHO (2022) concerning health implication of corona virus on sustainable development. WHO found that in Nigeria, by April, 2022, about 3,142 corona virus deaths were recorded. This should be a source of worry for every Nigerian. High rate of deaths and covid-19 infection is a threat to quality of life of rural dwellers. It also in line with the study by Siche (2020) that in rural communities, food demand and food supplies were hugely affected by movement constraints, low purchasing power, with huge negative impact on the vulnerable population groups. Sustainable development encourages people to participate and also make them capable to manage their resources. But covid-19 reduces the capacity of people to neither participate nor manage their resource.

Conclusion

Covid-19 is a novel virus that has brought myriads of challenges to the global community and its devastating negative impact on development. Based on the findings of the study, it is therefore concluded that corona virus disease has negative implication on sustainable development of rural communities. Covid-19 pandemic reduces income generation of rural community dwellers, causes food insecurity in the family. Government presence was not felt among rural communities in the FCT during Covid-19 pandemic and Covid-19 pandemic contributed to the high cost of food stuff in rural communities in the FCT.

Recommendations

In view of the findings of the study, the following are the recommendations:

- There should be sustained public awareness campaign about the corona virus pandemic through mass media to reach out to rural communities in particular.
- The Federal government should provide financial grant for every household through its social welfare scheme for families to start up business to generate sustainable income
- The Federal government and FCT administration should direct its economic policies towards ensuring adequate supplies of affordable food for the benefits of teeming population.
- The FCT administration in particular should bring development to every community in the FCT
- Government at all level should provide well equipped hospitals at every geo-political ward particularly in the FCT.

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EFFECTS OF COVID-19 PANDEMIC ON TOURISM INDUSTRY IN NIGERIA

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Abstract

Tourism contributes toward complete growth and development of a country by bringing numerous economic values and benefits. It has grown to become the second largest industry in the world. There are many tourist centres in Nigeria, but the industry is still at the infant stage. The priority goals of developing countries are generation of income, employment and foreign exchange earnings. Several steps have been taken in promoting sectors like agriculture but tourism has not received as much attention as it need to contributes its quota to economic diversification due to economic, political, social and physical problems. Tourism has direct impact on employment, income, infrastructure, standard of living and rapid development. The covid-19 pandemic have resulted in countries of the world placing restrictions and closure of their borders to and from other countries led to shutdown of cities and states across the country have greatly affected the tourism industry. Industries such as airlines, hotels, entertainment, hospitality, research centres just to mention a few have caused decline in aggregate demand, unemployment, poverty, low patronage, cancellations, crashes delay in hotels, travel bookings resulted in billions of dollar loss. Hundreds of thousands of job loss worsened unemployment situation which resulted in loss of revenue to the government. It is concluded that Nigerian government should focus more on tourism to boost the patronage of local and foreign tourist. It is recommended that government should diversify the economy so other sectors of the economy could be relied on. Tourism and hospitality industry should adopt safe travel and implement protocols that would help travellers to feel safe when they travel so as to reduce the effect of the pandemic across the country.

Keywords: Covid-19 Pandemic, Tourism and Industry.

Introduction

Tourism contributes toward complete growth and development of a country by bringing numerous economic values and benefit. In Nigeria, is not a very developed section of the economy. According to (Iwena (2018), the three main justification for tourism in Nigeria include leisure, recreation and education. It has grown to become the second largest industry in the world. Tourism as an industry has gained wide recognition in most nations of the world due to its active response to national issues and international relations. The industry has contributed tremendously to the overall economic development of those nations. Despite this, the industry is still at the infant stage in most developing nations like Nigeria. The rise of tourism in Nigeria in the last two decades has motivated the need for development of tourist attraction centres for economic development of Nigeria in tourism potential.

However, tourism in particular according to Celementina and Helen (2015) it has not really attained the stage due to neglect, abandonment, impact of Covid-19 Pandemic and the rise of crude oil revenue in Nigeria.

It is necessary to follow the trends of developed countries who invest a lot into the tourism sector. It can help to diversify the energy economy and improve a positive image of the country in the international arena because the contribution of travel and tourism to GDP as a share in 2019 for Nigeria was 5.1%. The three priority goals of developing countries are generation of income, employment and foreign exchange earnings but tourism has several economic potentials that lie fallow, unharnessed and unexplored and need to be harnessed and explored.

Several steps according to Aruonye and Ahmed (2020) have been taken in promising sectors like agriculture, but tourism has not recovered as much attention as it needs to contribute its quota to the economic diversification dream. The economic growth of the country has been said to be in a state of stagnancy due to the global oil volatility and Covid-19 Pandemic and Nigeria over depended on the crude oil revenue to the detriment of other sectors for foreign earning. Looking at the contributions of tourism in other countries of the world, Nigeria should imitate other countries in order to reduce the economic challenges facing the country today caused by either oil price plummets or Covid-19 Pandemic.

Tourism has directed impact on employment, income, infrastructure and standard of living. There is also a direct linkage between tourism environment and the local economy in terms of social and economic development. Nigeria has abundant but untapped resources. As a result the article will bring to your perusals the concept of tourism, and its importance, impact of Covid-19 Pandemic on tourism industry and recommendations. This in turn will point to the need to improve tourism in Nigeria. This is because it cost many Nigerians leg and arm to take tourist vacations outside the country mostly because the tourist attractions in Nigeria which could have cheaper alternatives are not given attention or adequately developed compared with the Covid-19 Pandemic.

The concept of tourism

Tourism has been subjected to arrays of definitions over time. It is on this ground that Celementina and Helen (2018) defined tourism as “the activities of persons travelling and staying in places outside their usual environment for not more than one consecutive year for leisure, business and any other purpose”. It is also defines as the process or act which involves the visiting of people or place of interest where one can relax and be entertained. It is an act of discovering the free gift of nature and how to prevent them from extinction.

Iwena (2018) agreed that it is the practice of travelling for pleasure or the business of offering information, accommodations, transportation and other services to tourist. The places where such people visit are called tourist or resort centres. It is usually done by an individual or group of individuals which lead to the movement from one place to another or a country for performing a specific task or a visit to a place or several places for the purpose of entertainment which lead to an awareness of other civilisation and culture, increasing the knowledge of countries, culture and history. It involves attractions.

Mayhew (2015) defined tourism as “making a holiday involving an overnight stay away from normal place of residence”. Tourism has to deal with temporary migration to another geographical location where the populace who may be of a different race or the same but have

a culture that is different from yours or and a very pleasant environment which favours sightseeing or business or for mere relaxation for a period of time year after year.

Some tourist centres in Nigeria

Some of the tourist centres in Nigeria include: the National Theatre in Lagos, The Kainji Dam in Niger State. The Lekki Badagry and Bar-Beaches in Lagos, the game reserve such as Yankari (Bauchi and Gombe), Ibadan Zoo (Oyo State) Nok Village (Kaduna State), the zuma Rock (Abuja), Oluma Rocks (Ogun state), Lake Chad, Obudu Calttle Ranch (Cross-River state), the Hills of Benue (Middle Belt), Yankari National Park, Kyarimi Pack (Borno State), wikki warm spring (in Yankari National Park) just to mention but few (Iwena, 2018).

Importance of tourism industry to the economic development of Nigeria

In the last few years, the Nigerian government has been taking steps towards diversifying our mono-base oil economy. There has been a clarion call sent forth to nationals, private investors and international public investors to consider making investments in the country.

The tourism industry have contributed greatly to the economic development of Nigeria through the following according to Iwena, (2015) Iruonye and Ahmed (2020).

- Financial returns and proceeds to Nigeria: Income can be tremendously generated from tourism for Nigeria as a whole and also the host community in which the tourist centres are found. This will go a long way to reduce the number of poor people in the country and improve their standard of living.
- It brings extra money: people are willing to pay ₦2,500 for a ₦1000 Hat if they come for tourism. This encourages profit maximization in areas where tourism centres exist.
- Revenue: Tourism e.g. cultural tourism has potentials to contribute to government revenue through receipt, payment of goods and services, tax duties and service payment.
- Fixing of feeder Road: If tourism get adequate attention and a particular community with a tourist attraction or centre does not have a feeder road, the federal government will make arrangements to fix it.
- Regional and economic development: Tourism helps in regional and economic development of roads, vehicles, communication, water supply, airports and railways.
Job Positions: the unemployment rate in the country is very high and tourism can provide job positions for guides, restaurants, coach services, hotel staffs, university graduates and post graduate students. It will create great opportunity for business development.
- Business development (job creation): with viable tourism in Nigeria, souvenir shops will open across the country especially in areas close to tourist attractions, Flight and international travel agencies will have more patronage and hence need more employees. Also, car renting or more ordered commercial intercity transport companies will open up and more sophisticated hotels to accommodate tourists will be built, and all these will increase number of jobs, thereby reducing unemployment.
- Increase in commercial activities: there is always an increase in commercial activities where resort centres are located. This involves buying and selling of commodities produced in resort centres.

- Foreign exchange earnings: activities of tourism have been known to generate foreign exchange earnings because the foreigners pay in hard currencies. This becomes one of the major sources of government revenue.
- It fosters social and economic integration: it brings people together from all over the globe, promote responsible travel, help us become better citizens, reduce poverty, it helps the exchange of ideas to be possible between the local people and the tourist.
- Development of towns: Some of these resorts areas were originally village but are now developed into big towns and cities that are now popular in Nigeria.
- Source of income to individual: as a result of siting of tourist centres, many people now engage themselves in many economic activities thereby generating income for themselves.
- Improvement in standard of living: As a result of the money earned by the local people through tourist visitations, this helps them to improve on their standard of living.
- Development of local craft industries: The existence of tourists centres do help the local communities to showcase their local industries which are now developed to international levels.
- Provision of social services: social services in many forms are usually provided to tourists in resort centres. Such social services include provision of food, drinks, wears, barbing, tailoring, banking and transportation to both the tourist and the local communities.
- Conservation of wild life: The siting of tourist centres in some places like the Yankari, and Borgu have helped to establish some game reserves in such areas.

Impact of Covid-19 Pandemic on Tourism in Nigeria

Tourism has direct impact on employment, income, infrastructure, standard of living, development of towns and cities, economic, social integration, revenue generation, social amenities, social and economic development.

However, the outbreak and spread of Covid-19 disease resulted in countries of the world placing travel restrictions and closure of their borders to movements and from other countries. The tourism industry is one of the sectors that are greatly affected.

The spread of Covid-19 disease led to rapid shutdowns in cities and states across the country which greatly affected the tourism industry. Industries in the tourism sector such as airlines, hotels, entertainment and hospitality are facing declining demand and patronage with travel crashes and cancellations expected to continue.

The increased cancellations of hotels and travel bookings according to Aruonye and Ahmed (2020) resulted in billions of dollars in revenue loss and hundreds of thousands of job loss in the country. Delay in travelling also affects air economy.

Covid-19 is already worsening the unemployment situations in the country resulting in loss of substantial revenue to the government, increasing incidence of poverty among others.

Quarantines: The almost complete suspension of international travel has been one of the major elements of the quarantines introduced during the Corona Virus Disease (Covid-19 Pandemic). This has brought misery for those who love to travel and brought decimation for airlines, Hotels and Tourism operators.

Overdependence of a country on tourist industry is risky because it can lead to breakdown of traditional values and ways of life of the local people. It can lead and has led to spread of diseases such as Aids and Covid-19.

Covid-19 pandemic has increased substandard products such as drugs and herbicides. The pandemic aggravated the challenges posed by substandard personnel, protective equipment, unregulated goods and products which are harmful to health.

The Covid-19 pandemic has affected women and girls according to Neminebor, (2021). This is because women and girls are likely to take on most additional work owing to the closure of schools and day-care centres. Women also account for 54% of health workers on the front-lines in fighting the corona virus and account for 7% of nearly social workers globally.

- Lost by the tourism and hospitality sectors as a result of the Covid-19 pandemic not only in Nigeria, but worldwide. Over 770,000 jobs were lost in the sector in Nigeria alone and women accounted for 54% of all jobs in travel or tourism (Abdullahi, 2021).
- The last but not the least, it has affected leisure, recreation and education which are the three main justification for tourism in Nigeria (Iwena, 2018).

Conclusion

Nigeria stands a great chance of surviving the economic meltdown facing the entire globe if it could focus more on tourism industry to boost the patronage of local and foreign tourist. There is also need to improve viable tourism in Nigeria by staying safe and taking responsibilities. This will go a long way to reduce the number of poor people in the country and improve their standard of living.

Recommendations

Although the Covid-19 pandemic has encouraged and promoted personal hygiene, it has impacted negatively on tourism in Nigeria. It is therefore recommended that:

- Government should decide to go into tourism and utilize its opportunities very well.
- There is need for diversification priorities to alternative sectors such as tourism and agriculture.
- There should be continuous sensitization programme or awareness campaign by the people or authority concern.
- All people and other sectors should adhere strictly to Covid-19 protocols during either indoor or outdoor activities by staying safe and taking responsibilities.
- All tourists and resort centres should also abide strictly to Covid-19 protocols to boost tourism in the country.
- The federal government should compensate business operators in the tourism industry so as to enable them revive their businesses.
- Stay safe, Stay safe, Stay safe.

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EFFECTS OF AUDIO-VISUAL MATERIALS ON ORAL COMPETENCE IN SECONDARY SCHOOLS IN NASARAWA STATE

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Abstract:

This study focused on the effects of audio-visual materials on oral competence in secondary schools. The study was applied to 52 students from some randomly selected secondary schools in Nasarawa State between 2017-2018. Twenty- six (26) of the participants undergone the treatment, and the remaining twenty- six (26) did not receive any treatment during the experimental period; this group is the control group. The participants of the study underwent eight weeks' intervention, 45 minutes for each group every day. The data collection instrument that used for the study is an adopted performance test. The data collected, was analyzed using the SPSS 23.0 statistics.

Paired Samples T-test was used to analyze the data obtained from the pre- and post-tests while Independent Samples T-test was used to compare the performance of the experimental and the control groups. The results showed that after the intervention, both groups mean scores in posttest were significantly higher than the pre-test. However, the mean score of the experimental group was significantly higher than the control group. Thus, audio-visual materials have significant effects on oral competence in secondary schools

Keywords: Oral, Audio-visual materials, Competence.

Introduction

In Nigeria setting, oral competence is an utmost importance. As a developing country, it would be better if every individual can cope with the fast changing world, and English Language is one of the best weapons in doing so. That's the very reason why Nigeria classroom has been teaching English as second language for centuries to the Nigerian learners. Learning English as second language is not just about grammatical competence, but the most practical part of acquiring it is being able to use it in real life situations.

English learners, who are always exposed to scripted texts, are hardly able to put what they have learnt in classroom to the real language situation. Audio- visual material is the best if not, one of the best authentic materials. Many scholars defined audio-visual materials as to what is its use in teaching- learning process. However, the definition that best suits this study is the definition of McKean and Roberts (as cited in Meriem, 2015) defined audio visual aids as supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.

Therefore, audiovisual material has a vital role in facilitating the development of the oral discourse competence of English as Second Language (ESL) learners because it provides them the opportunity to witness, through visual and aural representation, how the native speakers communicate to different situations. A number of investigations attempted to determine the disparity of the effects of authentic materials, like the audio-visual materials and traditional materials. The study of Boztepe (2013) the effect of using audio-visual materials on foreign language learners' levels of motivation and achievement of 48 pre-intermediate students attending university preparatory classes. The researcher divided the group as experimental and controlled group. The experimental group's post-test results were higher than the control group's. Thus, it is possible to say that the video presentations used during the experimental group's test process helped the students develop a higher level of achievement than the control group had. As in the above findings, video had a positive effect on Amasya University's English Preparatory Class language learners' achievement levels. A study was also conducted regarding the role of audio-visual materials in enhancing English as Foreign Language (EFL) students' speaking skill. It was conducted by Meriem (2015). The investigation was conducted in the department of English at Biskra University. It aimed at confirming or rejecting the hypothesis which states that if teachers use audio-visual aids in their classes, they will be able to develop their students' speaking ability. The research case study was first year LMD students and their teachers of oral expression at Biskra University. The finding shows that using audio-visual aid is very important in teaching English because they help to improve the students' speaking skills. In addition, it was concluded that oral practice is a very important activity in the classroom because mastering the speaking skill requires more than learning about grammar rules of the language. Finally, audio-visual aids are successful and effective tools since they give students an opportunity to hear and to see English in its real use, facilitate teaching and learning process, motivate students and help them to feel comfortable to practice freely in different speaking activities. A study about the effectiveness of audio-visual aids in language teaching was also conducted. The research conducted by Abdullah Al Mamun (2014) comprised both observation method and interview method with open ended questions. Five classes were observed in different English courses at one of the leading language institutes in the country to collect practical data. Besides, five experienced language teachers of the same institution were interviewed and focuses group discussion (FGD) was conducted among twenty-five students to collect in-depth data. Different procedures were followed to collect data with different instruments. Firstly, the five language classes were observed within two weeks. A specific class observation checklist was used to observe the data. Then five senior language teachers have been interviewed by three days. They were asked pre-planned questions. And finally the FGD was conducted one day with the students. All the findings from the data collection support that audio-visual aids facilitate language learning. Both the teachers and learners have benefitted from different audiovisuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making the class teachers nowadays, especially those in urban areas, found a way for an efficient development of oral discourse competence—through the aid of audio-visual materials. Audio visual materials provide input through listening and viewing. It also serves as model on how to use the language in real-life situations. The researcher aims to determine whether the use of audio-visual materials have significant effects on the development of oral competence in secondary schools.

Research Questions

This study focused on answering the following questions:

- i. Is there a significant difference between the use of audiovisual materials and the traditional instruction with regards to their effect on oral discourse competence of the experimental group?
- ii. Is there a significant difference between the experimental and control group with regards to their oral discourse competence after the intervention?

Methodology

The present study uses true experimental design to determine the effects of audio-visual materials on the discourse competence of grade five students. Fifty-Two (52) Grade Five students were chosen randomly to participate in the study, 26 of which will undergo the treatment and the other 26 underwent the common way of teaching discourse competence. According to research true experimental design involves two groups that are subjected to identical environmental conditions, however, one group is provided by a specific treatment and withholding it from the other. They further state that true experimental design maximizes internal validity because the respondents are randomly selected, thus, eliminating any systematic error that might be associated with non- randomized sample. The purpose of the study agrees to the objective of the true experimental design.

Results and Discussion

The results of the t-test revealed that there is no significant difference, $t(50) = .455$, $p = .651$ (2-tailed) between the control group and experimental group in terms of their pre-test on oral discourse competence before the conduct of the experiment. Significance level is set at .05. Furthermore, the results of the ttest revealed that there is significant difference, $t(25) = -17.199$, $p = .000$ (2-tailed) between the pre-test and posttest of experimental group. This means that they have improved after the treatment. Significance level is set at .05. In addition, the results of the t-test revealed that there is significant difference, $t(50) = 8.397$, $p = .000$ (2-tailed) in post-test on oral discourse competence between the experimental group and the control group. Significance level is set at .05.

Conclusion

In summary, the results indicated that audio-visual materials had a large effect on learners 'oral discourse competence. The study provided an additional intervention program to the existing programs which will help learners in becoming an effective communicator. In addition, its feasibility to conduct in classroom setting greatly helps a teacher in lessons pertaining to oral discourse. However, using audio-visual materials might be difficult to administer in other situations without a knowledgeable teacher to manipulate equipment pertaining to aural and visual input. Moreover, the study did not measure the effect of audio-visual materials if it is sustained after the period of intervention. Doing this will help the study to strengthen its results. It is hereby encouraging further research of audio-visual materials that would unveil its effectiveness on different grade levels or different type of students.



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IMPACT OF COVID-19 PANDEMIC ON SOCIO-ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract

Covid-19 Pandemic is one of the contemporary challenges that the world is facing today and indeed Nigeria. It is a highly infectious disease with different symptoms and mode of transmission is either through direct or indirect contact. Although the corona virus crisis has brought to the fore the critical importance of water, sanitation and hygiene for protecting human health, it has and is doing more harm owing to the fact that it has negatively affected all segment of the human lives, society, and economic development in Nigeria. The pandemic has led to closure of schools, borders, cities and towns, causes educational inequality and economic crises, impacted children's learning, performance and education, affected consumption, investment and export, increases government expenditure on fiscal policy and health care, affected health, tourism, religion, gig economy among others. It is concluded that the pandemic is affecting the populace either directly or indirectly. It is recommended that people should adhere to the general preventive measures directed by the national, state, health providers and national centre for Disease control to curb the pandemic for sustainable national development.

Keywords: Covid-19 Pandemic, Socio-economic development.

Introduction

Covid-19 pandemic is one of the contemporary challenges that the world is facing and indeed, Nigeria. We are now operating in a new world with greater uncertainties about future. It is a viral disease caused by an emerging virus strain, otherwise known as Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2). It is a pandemic as declared by the World Health Organization. The World Health Organization on February 11th, 2020 named this new virus as Covid-19. It is caused by new corona viruses which are a large family of viruses that are common in people and many different species of animals including camels, cattle, cats and birds and spread between people such as with SARS COV 2. The spread started in China where the pandemic was introduced as pneumonia of unknown causes before the laboratory investigations and a series of reports have recognised the attackers as a different strain of coronaviruses. Today, while the spread started to decrease in China simultaneously and the pandemic seems to be almost in control, the number of new cases has dramatically increased in some countries such as Iran, South Korea, Italy, and Nigeria among others (Charles, 2021).

The rapid spread emphasises the need for an aggressive response and improved efforts to contain the infection and protect citizen in all countries. Unfortunately, the disease continues to spread worldwide at an alarming rate, impacting the national development, demanding decisive and stringent actions to curb the scourge.

The virus according to Neminebor (2021) has spread at unprecedented speeds across borders, ultimately affecting 84.5 million people and contributing over 1.84 million deaths and still counting. Unfortunately, those hardest hit have been the most elderly population, frontline healthcare workers, and person with underlying diseases such as hypertension, heart diseases, diabetes, just to mention a few.

Although many people are aware of the existence of the Covid-19 pandemic, but not all are aware of some issues related to it. It is against this background that the article is written to examine some issues such as symptoms, mode of transmission, impacts of the pandemic on socio-economic development, general preventive measures and recommendation. Before the pandemic, the Nigeria Government had been grappling with weak recovery from the 2014 oil price shock among others. These constraining factors will aggravate the economic impact of the Covid-19 outbreak and make it more difficult for the government to weather the crisis. This means that Covid-19 has affected all spheres of live in Nigeria.

Global pandemic and their impacts

According to Anjorin, (2020) the world has experienced several epidemics posing serious threat to global public health, including 2002 severe acute respiratory syndrome (SARS) epidemic that caused 800 death out of about 8000 cases, the 2012 middle east respiratory (MERS) epidemic that caused 800 deaths out of 2500 cases, the 2014 Ebola outbreak with 28616 cases and 11310 deaths, and the current corona virus disease (Covid-19) pandemic with more than 35000 death out of over 730000 confirmed cases till now. Emerging infectious diseases continues to infect and reduce human populations. It has spread to more than 14 countries before it was officially declared as a pandemic by the World Health Organization (WHO) on the 11th March, 2020. It have caused havoc among societies. Emerging and re-emerging infectious diseases are now occurring at unprecedented speed. The covid-19 pandemic has created the largest disruption on education systems in human history affecting nearly 1.6 billion learners in more than 200 countries. Closure of schools among others. According to Pokhrel and Chhetri (2021), mental health deteriorated in many countries.

Pandemic and Economic and social impacts

The economic and social impacts include social distancing, self-isolation and travel restrictions have led to a reduced workforce across all economic sectors and caused many jobs to be lost. Schools have closed down and the need for commodities and manufactured products have decreased. In contrast, the need for medical supplies has significantly increased. The pandemic triggered a health and fiscal response unprecedented in terms of speed and magnitude. It has affected the world Gross Domestic Products GDP growth massively (google 2022). It has clearly affected all areas of social and economic activity, both governments and non-governmental. Many experienced loss of earnings, reduction of working hours, closure of workplace and job loss, reduction in income and multidimensional child poverty in some places.

The response frame work in Nigeria

Overall, Nigeria response strategies were aimed at suppressing the transmission of Covid-19 by testing all suspected cases, isolating all suspected cases, they determine the extent of the outbreak, in addition, the emergence of a strengthened Nigeria Centre for Disease Control

(NCDC) has enhanced diagnostic and surveillance capacity in the country (Dan-Nwafor, Ochu and Ihekweazu, 2020).

The symptoms of Covid-19

The symptoms appear within 2 – 14 days after exposure to the virus according to National Primary Health Care Development Agency (2021), but the average incubation period is 5days. The major symptoms are fever, cough, sore throat and tiredness. Some individuals may experience other symptoms like malaria, difficulty in breathing, aches, pains, nasal congestion, diarrhoea, Nausea, loss of smell and taste. Some other symptoms include muscle aches, chills, runny nose, pink eye, vomiting or rash. Some may present without symptoms.

Mode of transmission

The Covid-19 is a highly infectious disease. Those infected and are showing sign and symptoms mentioned above are major sources for spreading the virus. However, people who have been infected but are not showing symptoms of the disease can also transmit the virus. Charles (2021) and Centre for Disease Control (2019), viewed that the route of transmission is either directly from person to person or through human to human transmission or indirectly from infected materials to humans. This occurs when persons touch susceptible mucosal surface such as their eyes, nose or mouth with the same hand.

The virus is very large and transmission is through droplets. When an infected person coughs or sneezes, a person in close contact with such a person can inhale the virus in the droplets. The droplets can also fall and contaminate objects which an uninfected person can pick on his or hand when she or he touches them.

Effects of Covid-19 pandemic on socio-economic development

Today, the coronavirus crisis has brought to the fore the critical importance of water, sanitation and hygiene for protecting human health. It has affected all segments of the human life, society, personal lives, our lives and people's lives or the nation at large negatively.

- a. **The pandemic has led to school close down:** The Federal Ministry of Education in Nigeria shutdown and allow students to go home. Although the school closure varies from place to place, persons to persons, the impact may be positive or negative.
 - ✓ The Covid-19 pandemic has affected education throughout the world including Nigeria causing schools, colleges and universities to close. It affected revenue generation in higher institutions.
 - ✓ Affected literacy foundation: it has affected literacy foundation and causes disruptions to education across Nigeria.
 - ✓ Educational Inequality: Educational inequality was a pre-existing condition in Nigeria which was worsened by school closures. In Nigeria, school opportunity is correlated to income level and public schools differ from private schools in the populations they serve. While private schools are doing online classes, government schools do not. Therefore, kids in rural and undeserved communities are placed at disadvantage.
 - ✓ It has impacted children's education: this is because children were not going to school and receiving teaching during the school closure. On the part of the teachers, it negatively influences student's satisfaction.
 - ✓ It has impacted student's performances: It has impacted on education because the calendars of events have been disrupted as well as the performance of students. The recent pandemic in 2020 has affected senior secondary students performance in science

education in Nigeria and veterinary medical students. The impact was more severe for disadvantaged children and their families.

- ✓ Impacted learning: majority of student will not be learning which has exposed students to a declined standard of education.

b. Lock down: the lock down has caused economic crises and idleness

- ✓ It has affect the component of aggregate demand such as:
- ✓ Declining consumption through: restrictions of movement such as social distancing, poor expectation of future income for gig economy and informal sector, erosion of wealth due to fall in the value of assets such as stocks.
- ✓ Declining investment: uncertainty discourages forward looking decisions and poor expectations of future profitability of investment spending.
- ✓ Increasing government expenditure: the government expenditure has increased through expansionary fiscal policy and increases in health care expenditure.
- ✓ Declining total exports: the pandemic has cause disruption in supply chain for exports, border closure to nonessential trade and limited markets for exports due to fall in global demand.
- ✓ It has impacted business, causes food system and poverty
- ✓ It has disrupted lives, daily lives and caused economic insecurity.
- ✓ It has negatively affected public, religious, and households activities or programmes.
- ✓ Affected health: It has affected health because most people infected will experience mild to moderate respiratory illness
- ✓ Economic consequence: it has affected income due to premature deaths, workspace, absenteeism, reduction in productivity and income.
- ✓ Affected women and girls: (Neminebor, 2021) observed that women and girls are being hit hard by the Covid- 19 pandemic because, women are likely to take on most additional work owing to the closure of schools and day-care centres. They are also on the front-lines in fighting the coronavirus since women account for nearly 70% of health and social workers globally.
- ✓ The impact of the pandemic on accounting profession has manifested different perspectives ranging from successes, failures, opportunities and threats which put huge responsibility on professionals.
- ✓ Lost by the tourism and hospitality sectors as a result of the Covid-19 pandemic not only in Nigeria, but worldwide. Over 770, 000 jobs according to Punch (2021) were lost in the sector in Nigeria alone and women accounted for 54% of all jobs in travel and tourism.
- ✓ The effect of Covid-19 pandemic has been so destabilizing that they threaten to halt or ever reverse progress toward other goals. Shuaibu (2021) opined that it has caused abrupt profound changes thereby slowing the economy further. It is hurting for workers in informal employment, the self-employed, daily wage earners and workers in sectors at the highest risk of disruption.

Conclusion

Based on the article, Covid-19 pandemic has impacted on sustainable national development. Although the pandemic has encouraged personal hygiene, but affected aggregate of demand and all the segments of the population in Nigeria. Therefore, for sustainable national development to be achieved, all Nigerians should adhere strictly to the general preventive measures emphasised by the World Health Organization (WHO), National Centre for Disease Control (NCDC). Their health provider, their employee, their National Public Health Authority

or their employee for accurate information on pandemic in order to curb the scourge and the negative impact on sustainable development. The public should also know that whether they are in a high or low risk area, or have not been in contact with an infected patient or risk of infection is slow, the pandemic is affecting the populace either directly or indirectly as well as sustainable national development.

General preventive measures

To reduce the risk of spread of Covid-19, all members of the public are advised to adhere to the following preventive measures:

- Wash hands frequently with soap under running water or use an alcohol-based sanitizer if water is not available.
- Avoid touching your eyes, nose and mouth with unwashed hands.
- Avoid close contact with anyone showing symptoms of respiratory illness. Maintain at least 2 metres distance between yourself and anyone coughing or repeatedly sneezing.
- Cover your nose and mouth properly with tissue paper when sneezing or coughing and dispose tissue properly immediately after use. You may also cough into your elbow if a tissue is not available.
- Obey national and state directive on cancelling, avoid large gathering, stay at home in areas where lockdowns have been directed, social restrictions and self-isolation to break the chain of Covid-19 transmission.
- Regarding the community level, people are required to keep social and physical distancing, avoid swarming places, and delay or cancel the unnecessary trips.
- The respiratory masks are restricted for health workers by World Health Organization; while healthy people are recommended to wear cloth masks when they show up outside or in public places, surgical masks should be used for patient with respiratory symptoms.
- Avoid mingling with people or congregate if you feel unwell with symptoms like fever, cough, sneezing or difficulty in breathing.
- Get vaccinated at the various designated vaccination centres nationwide.
- Clean all frequently touched surfaces such as door knobs, phones and tables with soap and water, diluted bleach or other disinfectants regularly.
- Approved or expected cases should be isolated at home where ventilation and sunlight should be allowed. A mask is required to be worn by the patients and care providers while they are in contact or in the same room with patients and must wash their hands frequently with soap and water or use hand sanitizer at least every 15 – 20 minutes.
- Staying safe by practicing regular hygiene, measuring your temperature, do not panic, stay vigilant, do not paddle rumours, stay informed about latest development on Covid-19, take vitamin C daily to boost your immune systems and ensure that people around you follow good respiratory hygiene as well.
- Stakeholders should continue to encourage all activities that foster environment that would allow women thrive in the work place.
- Operators in tourism and hospitality industry in Nigeria should adopt safe travel and implement protocols that would help travellers feel safe when they travel and its effects across the country. Despite progress, many people still lack basic services, immediate

action should be taken to improve access to water, sanitation and hygiene services is required to prevent infection and curtail the spread of COVID- 19.

- The Covid-19 pandemic is highlighting the urgent need for affordable and reliable energy for hospital and health facilities to treat patients, for communities to pump clean water and access vital information.
- There is also the need for reliable and affordable electricity, safety awareness on Covid-19 and provision of assistance by United Nation International Children's Education Fund (UNICEF).

There should be continuous emphasis on frequent hand hygiene, environmental cleaning and disinfection, maintaining social distance, avoidance of close contact, overcrowded places, self-isolation if you are coming from high risk area or show symptoms of COVID and wearing of face masks.

Wash your hands after using the rest room, after leaving a public place, after blowing your nose, coughing or sneezing, after handling your mask, after changing a diaper, after caring for sick one, after touching animals or pets.

Lastly, wear a face mask in public especially indoors or when physical distancing is not possible.

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IMPACT OF INSECURITY ON FOOD PRODUCTION IN NIGERIA

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Abstract

Neither farms, homes, markets, offices are safe in Nigeria. There are many issues bedeviling Nigeria. One of such issue that attracts the attention of everybody is impact of insecurity that affects all spheres of life such as education, infrastructure, movement and agriculture. Despite the role of agriculture, the sector is impacted in one way or the other by insecurity coupled with the effects of Covid-19 pandemic. Some of the causes of insecurity in the country are unemployment which is a hot issue, weak judicial system, high influx of arms, terrorists' threat, open borders, herders/farmers crisis and mass idle hands. Insecurity has affected consumers, producers and manufacturers of products. It has led to shortage of laborers, threats to lives, properties, problem of accessing farmlands, killing and displacement of peoples and agricultural development in general. A country without food is a dead country. It is recommended that government should do their best to stop the insecurity challenges. Also, Judicial System, Stakeholders, Unionists, Women, Religious Leaders among others should also put their hands on deck.

Keywords: National insecurity, food production, Nigeria.

Working Definition

- a. **National Insecurity:** Not having confident about yourself or relationship with other people or not safe or protected. Insecurity can be brought about by man, wild animals or disease.
- b. **Food Production:** Is the growing and making of foods for man, animals and industrial uses among others.

Introduction

Neither farms, homes, land, markets, offices are safe in Nigeria. There are many issues that bedevil food production ranging from covid-19, insecurity problems, among others. Everybody deals with insecurity from time to time. One of such problem that attracts the attention of people, farmers, the federal government and international communities is the impact of insecurity that affect all spheres of life such as education, infrastructure, movement and agriculture. Terrorist attack according to Uchechukwu et `al (2020) are on the rise. It is a big challenge in the country affecting crop production among others. Bombings, kidnappings,

activities of Boko Haram and Herders prevent many Nigerians from feeling safe. Farmers have abandoned their farmlands, others have migrated and others cannot freely complete their activities because of the looming threat of kidnaping and murder on their farm or in their area.

Danladi and Adamu (2020) opined that the prevalence of crisis in the country has become a major concern for Nigerians considering the impact on the security of Nigeria especially food producers. Destruction of lives and properties has almost become an everyday affair. These happenings have created a fearful atmosphere that discourages investors both domestic, foreign by and large, the economy of the nation. The activities of these group such as Fulani Herdsmen, terrorists, Boko Haram Sect, Kidnappings and armed Robbers have negative effects on the economic and political life of citizens. The most worrisome of these groups is the Fulani/Farmers problems in southern and northern parts of the country. The Fulani/Farmers problem according to Ezike and Ekere (2020) causes clashes, killing and low output as a result of the harm to farm crops by the cattle.

Food production is by far the widest spread form of human activity and it is more basic than any industry. Even in this machine age, it constitutes the most promising vehicle for income drive among peasant farmers globally, in Nigeria and indeed in rural areas. According to Ohikere (2011), in spite of oil, food production remains the base of Nigerian economy providing the main source of livelihood for most Nigerians. It provides employment for more than 3¼ of the human race, it is important in terms of rural development, provision of food, export earning source of raw materials among others. Despite the role of agriculture, the sector is impacted by insecurity coupled with the impact of Covid-19 pandemic, vagaries of nature and uncertainties. Despite the various challenges, it is clear that the future of Nigeria depends very much on food production. This is because “a world without food would be a dead world” (Ahmed, Irueghe, Adeleke and Leong, 2002). Successive governments have come up with programs and policies with the aim of making Nigeria self-sufficient in food production and food security, but failed because of several problems including insecurity. Ohikere (2011), observed that all efforts of past and present have and may likely be in vain due to several problems impacting food production in Nigeria. Even though food production does not and cannot bring all possible benefits. It is not a lost case in Nigeria. But the fact remains that increase in crop production to obtain the possible benefit cannot be met with the rising insecurity challenges. To ensure food security in Nigeria, there is need to examine the issue of insecurity on food production. This is because food producers produce wide range of agricultural commodities for world markets, and even returned to them in different forms without crop production, many factories would close. Despite the wonders that science has brought, the steps taken by the government, the issue of insecurity is ongoing in Nigeria and have affected food production. It is against this background that the paper is written to examine the causes of insecurity in Nigeria, its impact on food production, conclusion and recommendation in order to promote food production in Nigeria.

The nature of national insecurity challenges in Nigeria

Since the past decade or more, Nigeria has witnessed an unprecedented level of insecurity occasioned by the activities of militants in the south-south region, this has made national security threat to be a major issue for the government. Some of the challenges according to Tumba (2020) include Boko Haram, farmers/herders conflict, kidnaping, banditry, armed robbery, terrorism, political thuggery and other related crime. The analysis showed that

insecurity affects economic growth by drying-out investments, increases unemployment and dwindles government revenue amongst others. Despite these effects, government capital expenditure on internal security did not grow astronomically to match the hydra-headed problem.

The Niger Delta Crises also poses serious and enduring threat to the fragile nature of Nigerian democracy and the ever volatile national security according to Tumba, (2020). There have been losses of lives, livelihoods, destruction of infrastructure and national resources as a result of violence in so many communities.

The causes of insecurity in Nigeria

There are numerous causes of insecurity in the country, but a few of them are discussed below:

Rising wave of unemployment is a hot issue in Nigeria: The overwhelming unemployment is capable of causing panic. The issue is especially obvious when it comes to Nigerian youths. Despite the high turnout of graduates from Nigerian tertiary institutions every year, a great number of these youth according to Tumba (2020) and Aja (2020) youth remain unemployed. As a result of the high level of unemployment and poverty, many people according to Kabir (2020) are frustrated with wide spread of joblessness. It has increases crime rate as a result, they are adversely attracted to violent crime.

The use of sophisticated weapons by criminals: The insecurity situation is worsened by the obsolete weapons that are used do not match to the modern sophisticated weapons used by the criminals which causes insecurity.

High influx of arms: Smugglers use porous coastal borders of the country to sell arms. The corrupt and weak judicial system only help smugglers to even sell more arms. In addition, criminals and terrorist are allowed to go free as well as collection bribe by people concern. Jane (2020) opined that they provide pistols, short guns, rifles assault rifles used against the people and military forces.

The use of youths to perpetuate crime and violence in Nigeria: Youth are used to perpetuate post-election violence that were declared to be free, fair, transparent and credible both by local and international observers that claimed lived in some states and displaced thousands of people in the northern part of Nigeria is a clear sign of an attempt to use this group of youth to perpetuate crime and violence. There has been upsurge involvement of youths in various anti-social activities and crimes such as arson, assault, murder, abduction, stealing, offences, and unlawful possession of firearms just to mention but a few.

Open borders: the country has borders that are poorly guarded. Insurgents from other countries can infiltrate without problem. This situation is especially dangerous in the Northeast. Although the Federal Government is trying its best but cannot provide enough troops to secure the borders.

Poor governance: the failure of successive administrations to address challenges of poverty, unemployment, inequitable distribution of wealth have resulted to insecurity challenges or emerging challenges.

Imbalance development: Different parts of the country have different speed of development. Due to this, the country's oil regions feel disturbed when the federal government use their oil and does not develop their society.

Weak Judicial System: People feel insecure where criminals and terrorist go free, many evil minded people think that money can buy freedom in the country, and unfortunately, the corrupt system prove this line of thought. Proliferation of youth gangs (armed robbery) "neither farms, homes, lands, markets, offices are safe in Nigeria because of repeated armed robbery" (Ajaj, 2020).

Mass Idle Hands: unemployment which now seems beyond remedy has produced mass idle hands who have become the devils workshops. Ajaj (2020) agreed that many of them decided to punish the society that fails to provide them with means of livelihood and dignity by robbing people of their properties at gun points. It has also multiplied the number of aggrieved youths and resulted in the emergence of area boys, almajiris, armed militant groups such as Boko Haram terrorist, Bakasi Boys, among others, who target the very society that alienated them.

Criminal situation: for the last few years, citizens have been victims of robbery which sometimes happen in daylight.

Terrorist threat: Terrorism in the country is not a new problem; Boko Haram and Niger Delta Avengers are two prominent terrorist organizations that cause the most damage to the country. Federal government keeps fighting with terrorist. Nigerian soldiers die every day for their country.

Violent crises between herders/farmers: herders attack farmers here and there in Nigeria increasing insecurity. Following the emergence of Boko Haram, Danladi and Adamu (2020) were of the view that it has increase access to arms and automatic weapons, exploitation of farmer-herder violence by Boko Haram terrorist has caused and is still causing insecurity in the country.

Poor Quality of Living Condition: Most graduates due to poor quality of living condition are roaming the streets of major cities in Nigeria with nothing tangible to do. Hence most of them put the knowledge they have acquired from school into armed robbery, prostitution, kidnaping, house breaking, human trafficking, herdsman/farmers crisis, terrorism, political thuggery, ritual killings, insurgency, youth restiveness, Boko Haram and other related crime. Idayi (2020) also observed that the unemployed youth help in the spread of ethno-religious clashes in the country. Land Scarcity is also one of the causes of insecurity which is associated with population increase and looking for fertile lands by the Herders.

Impacts of Insecurity on Food Production

Insecurity has negatively affected food production in one way or the other in the country because it has affected producers, consumers and manufacturers of food products.

Shortage of labourers: A large army of youths are unemployed making them to migrate to urban centers. Most of the able bodied men have migrated due to insecurity living the few aged group. In addition, most of the people especially in the rural areas do not use appropriate agricultural innovations for farming. Iorngurum (2020) and Tumba, (2015) opined that living the few aged group causes shortage of farm labourers which affect food production.

Problem of accessing farmlands: Insecurity challenges affected all spheres of life such as education, infrastructure, movement and agriculture. It resulted in high level of killing, abduction, attack which denied especially farmers from accessing their farmlands. When

farmers do not access their farmlands, Darazo, Abdullahi, and Sulaiman (2020) agreed that insecurity will surely affect food productivity, education, movement among others.

Threat due to destruction of lives and properties: Crisis in the country has become a major concern considering the impact on lives and everyday affair. These happenings have created a fearful atmosphere that discourages investors both domestic and foreign by and large, the economy of the nation.

The threat has also discouraged farmers from producing certain types of crops in some affected places. Certain varieties of food crops are not cultivated e.g. rice, beans, sorghum in some places like northern parts of Adamawa, Borno, Yobe, Katsina States etc. because of insecurity.

Displacement of people: Nigeria has suffered high level of violent conflicts resulting to the loss of lives and wanton destruction of properties. According to Amande, Wankar and Aginiyi (2020), Benue and Taraba State have been under attack by suspected Fulani herdsmen from disputes over grazing areas for cattle. Have left hundreds of people dead, communities razed and buildings destroyed. Over 40,000 people had been displaced since the attacks.

Robbing of peoples properties: Many idle hands who have become the devil's workshop decide to punish the society that fails to provide them with means of livelihood and dignity by robbing people of their properties at gunpoint during crop production or selling of farm products, some people have migrated completely to other more secure areas living their original land which made them to abandoned their farm and resulted to food insecurity.

It affects agricultural development: The wave of insecurity rocking the country in the form of communal clashes, militancy, farmers-herdsmen conflict and the rise of Boko-Haram insurgency has further threatened the development of agricultural sector as many farmers in the north have either been killed or displaced from their native lands living farming unattended to due to insecurity.

Massacred of people: Emergence of Boko Haram increases access to arms and automatic weapons. Also as a result of connivance between Boko-Haram terrorist and herdmen a lot of people were massacred by suspected herdsmen in Benue and Niger State. Danladi and Adamu (2020) added that Benue is the food basket of the nation, but they are inevitably attacked. Herdsmen onslaught among others have negatively affected food production.

It affected investors –workspace and output: with the general level of confusion, insecurity and uncertainty, no responsible or sane investor or farmer would want to invest in an area characterized by insecurity and unstable environment. Youth do not want to stay in rural areas and areas affected by insecurity. Food production in those areas losses its workspace which reduces output.

Acute shortage of food: In places where the crises are on-going, there is acute shortage of food and other valuable materials. This is consequent upon the fact that the farmers cannot cultivate crops during crisis period. Even if they manage to propagate food crops, it may not be possible to harvest them in the time of trouble due to fear of assault by herdsmen. Therefore, crops can remain on farms without harvest and if care is not taken, either bush fire or herdsmen's cows would consume them.

Other attendant consequences of insecurity:

In any society in the world, where there is perpetual conflict, there would be attendant consequences for the community and individuals.

Herders attack Farmers here and there. The farmers-herdsmen crises in Nigeria have created numerous negative effects that can take the country two or more decades to eradicate. Some of the adverse effects of the crisis are as follows according to Olayinka (2018).

It has led to creation of illegal weapons markets in many places in our nation. The existence of these markets has given rise to the proliferation of arm weapons, unnecessary attacks, kidnapping and cattle rustling and the people who perpetrate the acts own weapons illegally.

The unending assents by herdsmen has led to displacement of many farmers from their areas of origin leading to establishment of IDPs.

The farmer/herders conflict in question has brought about the establishment of self-defence forces, ethnic and tribal militias all over the country.

In the case of farmers-herders conflict, there would be economic losses from both sides as the warring parties will devise several means of retaliation to damage the source of livelihood of the so called enemies. The outcome will be low GDP in our nation. Adelakun et'al (2015) posited that in socio economic losses among herdsmen and farmers during crisis, farmers are the worst hit as it affects many family farming.

Conflict may pave way for epidemic and health hazards, this is because the health condition of the affected community cannot be catered for adequately owing to fear of attack on the part of health personnel. In such condition, the tendency is that many people will die of untreated diseases.

In any conflict situation, children and women are most vulnerable. In fact, a good number of women casualties who are able to survive would either lose their husbands or children. The outcome of which is the gone the bread winners of families. Loss of bread winners affect food production negatively because the necessary material may not be available during food production period.

Conclusion

In any society in the world, where there is insecurity, there would be attendant consequences for the community. The impact of insecurity on food production has become a serious national issue that if it is not checked, will cause food insecurity. It is a known fact that successive governments in Nigeria have taken some measures to stop the problem but yet, the problem is on-going. Therefore, to promote food production in the midst of insecurity and impact of Covid-19 pandemic, it is the collective responsibility of all stakeholders in the society such as captains of industries, peasant farmers, unionist, women, students and all the tiers of government.

Advanced countries such as United States of America, Canada, Britain, China, France, just to mention but few have use different measures in tackling the impact of insecurity as such, Nigerian government should also do their best to adopt the measures that are used by the developed countries to tackle the insecurity situation in Nigeria so that people will gain the benefit of food production and to prevent our country from total collapse.

Recommendations

a. On tackling National Insecurity

- There should be good governance that is, all tiers of government should do their best to tackle the insecurity challenges bedevilling the country.

- Enough troops should be provided to secure borders. All borders should be properly guarded in order to control insurgents from infiltrating into the country especially in the North East.
- The judicial system should be good enough by not allowing criminals and terrorists to go free.
- Government should give adequate credit/loans to start up business in order to reduce poverty and insecurity level in Nigeria as well as to enable graduates put to practice the skills they have acquired.
- All security agencies should work together for better and eliminate Nigerian emerging challenges completely.
- Making education as the right of all children through early childhood care education will help in curbing the emerged challenges.

b. On enhancing food production

- The government, religious leaders, traditional leaders, non-governmental organization as well as the general public need to develop trust and work together to resolve the security situations in Nigeria in order to move forward and to ensure the continuity of food production. Therefore, all hands should be on deck.
- Youth unemployment should be combated through impacting relevant skills and job creation for self-reliance while in school so that they can fall back to such skills in the long run.
- Skill acquisition centres should be established in every local government Headquarters and be accessible to cater for the vocational needs of youth that are unable to go to school or who dropped out of school. This will help to reduce the crime and other social vices which the idle youths engage in.
- Retirement age should be reduced so that employment opportunity will be made available for the youth.
- Open grazing should be avoided to ameliorate the risk of herders' destructions of farms and related problems. Herders should allow farmers to finish harvesting before entering their farms.
- Everybody should be security conscious especially farmers when they are on their farms to raise alarm and report to appropriate quarters when threatened.
- Every community should be encouraged to protect itself by forming local militia or vigilante groups under the operators of the military and police and must be answerable to either the military or the police.
- The government of the federation must employ a joint task force to the affected areas. This will help restore law and order and build confidence of the food producers.
- The high influx of arms should be properly checked by the people concern.
- The government should use the country's resources judiciously to promote balance development and ensure peaceful co-existence.

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THE IMPACT OF COVID-19 PANDEMIC ON SECONDARY SCHOOL EDUCATION: A CASE STUDY OF ILESA EAST LOCAL GOVERNMENT AREA OF OSUN STATE

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Abstract

This study investigates the impact of COVID-19 on secondary school education in Ilesa East Local Government Area of Osun. Simple random sampling technique was used in the selection of 5 secondary schools from the study area, out of which 20 respondents were randomly selected from each of the selected schools to give a total of 100 respondents. Questionnaire, which was the main instrument in the study was administered on the respondents, and data generated were subjected to descriptive and influential statistics. Chi-square was used to analyze the data gathered from the respondents at 4 degree of freedom with 0.05 level of significant. The findings revealed that the outbreak of COVID-19 has really affected the educational system in Ilesa East Local Government Area of Osun State, Nigeria, from the way students learn to the way teachers teach. There is a significant impact of COVID-19 on secondary school education in the study area, their mode of learning were adversely affected as a result of the pandemic, there is a significant relationship between online learning and the learning process in the COVID-19 pandemic period and that there is a significant relationship between online learning and the teaching process in the COVID-19 pandemic period. On this note, it is thereby recommended that government should create an enabling environment for both the students and their teachers in order to arose their willingness toward mobile learning, teachers should encourage the learners by creating an educational page in some of the social media such as Facebook, and the mass interactive forum such as telegram, zoom, etc; government needs to amend some of its policies regarding ICT usage in schools.

Key words: Impact; Secondary schools; Covid 19; Pandemic; Education

Introudction

The outbreak of COVID-19 forced all schools in Nigeria and all over the world to close down thereby substituting classroom teaching and learning with online teaching and learning. Moving all the existing courses online in a matter of days was an enormous task; the disruptive effect to learning was massive. As expected, a complete online course requires an elaborate lesson plan design, teaching materials such as audio and video contents, as well as technology support teams. However, due to the sudden emergence of the COVID-19, most schools were faced with challenges such as the absence of online teaching experience, early preparation, or support from educational technology teams. The coronavirus pandemic has revealed weak spots in every system it has tested, from government agencies to local school districts. Schools scrambled to provide student services and boot-strap distance-learning strategies. Answering this question is complicated by the unique circumstances of COVID-19. School closures added to the time that most students already spend at home during the summer months without explicit

face- to-face instruction from teachers. Against these back drops, it is very essential to investigate how coronavirus has grounded whole educational system in Osun State, Ilesa East Government as a case study.

Following the first-time identification of Coronavirus (Covid-19) in December 2019, the World Health Organization (WHO) declared that Covid-19 is a global pandemic in March 2020, and warned about its highly contagious nature (WHO, 2020). As a precaution to slow down its spread, countries all around the world followed strict protocols such as complete or partial lockdowns, social distancing regulations, and curfews. To reduce the chances of humans infecting each other with Covid-19, places where humans interact closely were shut down, including educational institutions. Accordingly, as an outcome of the measures taken worldwide, more than 1.5 billion enrolled students of all ages from all around the globe experienced interruption of education which equals nearly 90% of the global student population (UNESCO, 2020a; 2020b; UNICEF, 2020). The numbers of learners affected by Covid- 19 across African is shown in figure 1.

Though the interruption of education has occurred previously in many local instances (e.g., in cases of war, civil unrest, famine or strikes) it was, “being experienced more acutely and affectively by educators, students and parents” at a global scale for the first time (Oyeleke, 2020).

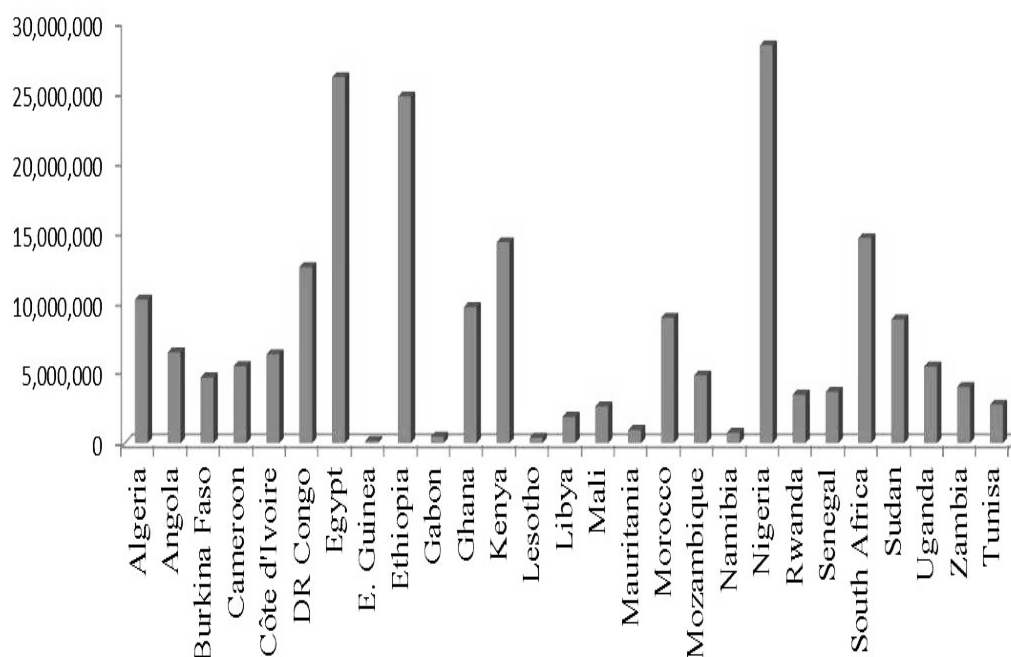


Fig.1 Number of learners Affected by COVID-19 across Africa

Source: World Health Organization (WHO, 2020).

Coronavirus disease (COVID-19) is a disease that is caused by Coronavirus disease (COVID-19) is a disease that is caused by a severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Diseases such as the severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS) reported in 2002 and 2012 respectively were caused by viruses similar to SARS-CoV-2. However, SARS-CoV-2 has a wider spectrum than the previously

reported similar viruses and therefore the difficulty in the treatment and management of COVID-19. Medical diagnoses and researches have shown that persons infected with COVID-19 can be symptomatic or asymptomatic in the early stages of infection depending on the individual's immune system. It is reported that symptoms of the disease include dry cough, fever, tiredness, shortness of breath, headache and general body weakness due to inducement of other ailments in the body (Zhong, et al., 2020). The novelty of SARS-CoV-2 and its genetic nature result to difficulty in treatment of COVID-19 and the development of preventive vaccines. The government of Nigeria implemented a strict country-wide lockdown in order to flatten the curve and consequently contain the spread of the Coronavirus. Fowler et al. (2020) reports that lockdown is effective in curbing the spread of COVID-19, but it has huge impact on the education, economy and social activities. Lockdown entails that businesses are closed and jobs are suspended (except those considered as essential services) and schools are also closed.

However, Viner et al. (2020) report that there is no currently available model or empirically-based report that shows positive correlation between closure of schools and curbing of the spread of COVID-19.

The first confirmed case in Nigeria was announced on 27 February 2020, when an Italian citizen in Lagos tested positive for the virus, caused by SARS-CoV-2. (Maclean, et. al, 2020). On 9 March 2020, a second case of the virus was reported in Ewekoro, Ogun State, and the victim being a Nigerian citizen who had contact with the Italian citizen. In March 2020, schools and educational institutions were immediately closed. Nigeria school system is one of the largest with about over 30 million students in secondary and higher secondary levels (Oyeleke, 2020). Now with such a large sector shut down and the students confined at their homes, it became imperative for schools to explore alternative methods of teaching and learning such as online learning. However, such a sudden shift from classroom-based conventional learning to online learning provided little or no time for teachers or learners to prepare themselves (Gesinde, 2020). According to Haruna (2020), the COVID-19 pandemic affected the educational systems worldwide, with Nigeria not excluded, leading to the near-total closures of Schools, Universities and Colleges. Most governments around the world have temporarily closed educational institutions in an attempt to curtail the spread of COVID-19. As of 7 June 2020, approximately 1.725 billion learners were currently affected due to school closures in response to the pandemic. The closure of schools, Colleges and Universities not only interrupts teaching for students; the closure also coincides with a key assessment period and many exams were postponed or cancelled (Odey, 2020). School closures impact not only students, teachers, and families but have far reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work (Haruna, 2020) Going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability. A relatively short time in school does this; or short period of missed school will have consequences for skill growth (Fowler et. al, 2020). Long periods of learning lost as the

closures lasted. Kekić *et al.* (2016) reports that schools losing long periods of learning due to disease outbreak can result to both temporal and permanent damage on educational system.

According to Otabor (2020), it is true that the crisis has provided an opportunity to all educational institutions to quickly improve and maximize their ICT operations. However, the majority of them do not have the capacity to fully deliver whole programmes online. It is the few schools in Nigeria that have that capacity, but their targets are mostly mature students. In response to school closures, UNESCO recommended the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market (Asishana, 2020).

Objectives Of The Study

The main objective of this study was to investigate the impact of Corona virus pandemic on secondary school Education in Ilesa East Local Governments in Osun State.

The specific objectives were:

- To evaluate the impact of COVID-19 on secondary school education in Ilesa East Local Government Area of Osun State. To determine the effect of COVID-19 on student mode of learning in the study area.
- To find out the role of online learning on student's learning process during the pandemic in the study area.
- To investigate other alternatives learning during pandemic.

Also, the following hypotheses are considered in this study;

1. There is no significant relationship between Covid-19 and secondary school education
2. There is no significant relationship between Covid-19 pandemic and student mode of learning.
3. There is no significant effect of online learning and teaching process during the pandemic.

Research Methodology

This is a descriptive survey designed to obtain information on the impact of Covid-19 on secondary school in Ilesa East Local Government Area in Osun State, which contained information on the demographic data of the respondents of age, sex, class, religion etc., and other variables of interest was used as the main instrument for data gathering, thus, the target population for this study comprise all the secondary school in Ilesa East Local Government Area of Osun State. Simple random technique was employed to select five Secondary Schools, twenty respondents were randomly selected from each of the selected schools to give a sample size of one hundred respondents.

The questionnaire was administered on the respondents, and the information obtained were analyzed using the descriptive statistics of frequencies and percentage, while inferential statistics of chi-square was employed in the analysis of relationship at 0.5 level of significance. The modified Likert Scale was used and the weightings were Strongly Agree (SA) = 4, Agree (A) = 3, Disagree = 2, Strongly Disagree (SD) = 1. The average of these points is 2.50.

Descriptive data analysis (mean and decision using Chi-Square) were used to answer the research questions. A mean of 2.50 and above indicates agreement with the item statement while a mean of 2.49 and below indicates disagreement. For ease of analysis of the research in a question where the mean is 2.50 and above it will be regarded as positive impact while 2.49 and below was regarded as negative impact. The null hypothesis was tested with Chi-square, at $P < 0.05$.

$$\chi^2 \text{ Calculated figure or value} = \sum \frac{(o - e)^2}{e}$$

Where

O is for the observed frequency and

e is the expected frequency

DISCUSSION OF FINDINGS

Table 1
Demographic Information of Respondents

Sex	Frequency	Percentage (%)
Male	31	31
Female	69	69
Age		
13-15 Years	22	22
16-18 Years	10	10
18 And Above	68	68
Class		
Junior class	54	54%
Senior class	46	46%
Religion		
Christian	58	58%
Muslim	42	42%

Source: Field survey 2021.

Table 1 reveals the demographic information of respondents. This shows that 31% of the respondents were male, while 69% were female. The age distribution shows that majority (68%) of respondents are within the age range 18 years and above, 22% are within 13-15 years, while only 10% are within the age range 16-18 years, this implies that majority of the students are mature to know how the impact of Covid-19 has affected the school system.

Table 2
Impart of Covid-19 on Education

S/N	Items	SA	A	D	SD	Mean	Level of Acceptance
1	COVID-19 pandemic has resulted to total closure of schools	63	20	4	13	3.30	Accepted
2	Learners across the country are currently compelled to stay out of schools	30	56	7	7	3.05	Accepted
3	Long periods of learning have been lost for due to this closure of schools	23	46	20	11	2.81	Accepted
4	Disruption of curriculum which could take a long time to be recovered.	43	35	12	10	3.11	Accepted
5	Completely deny learners access to learning	47	36	12	5	3.25	Accepted

Source: Field Survey 2021

Table 2 reveals the effect of Covid-19 pandemic on secondary school education. Judging each items with the bench mark of 2.50, all the items have mean score above the bench mark, the score are 3.30 for the statement that Covid -19 pandemic has resulted to total closure of schools. The statement that learners across the country are currently compelled to stay out of schools is 3.05 this shows that $X^2_{Cal} = 22.38$ is greater than $X^2_{tab} = 9.488$ under degree of freedom of 4 and level of significant 0.05. Thus, the null hypothesis is rejected, which implies that there is significant relationship between Covid-19 pandemic and the education of secondary school students. This corroborate the view of Haruna (2020), who stated that COVID-19 pandemic affected the educational systems worldwide, with Nigeria not excluded.

In some homes radio /TV is monopolized and this is a real challenge, in a situation where there is only one TV in most families. And if the head of the family is not educated or has no interest of his/her children education at heart, he/she will deny the children the chance to be engaged academically and if there is a particular programme to be viewed on the TV. Likewise, traditionally some families believe that the use of the radio is the right of the parents, especially for listening to the news; thus, unless there is a deliberate advocacy and clear communication from governments for parents to permit their wards to use the radio, learning through the device will be impossible

Lack of Adequate supply, finance to purchase android phone and data to connect online. All these require money and majority of the people cannot afford it. Imaging state workers that are not well paid, and the price of goods is on the high side. How will such parent be able to support their children for online lesson?

Table 3**Chi-Square (X^2) Analysis of Relationship between Covid-19 Pandemic and Secondary School Education**

X^2 Calculated Value	Critic al Value	Degree of Freedom	Level of Significant
22.38	9.488	4	0.05

Table 3 reveal the relationship between Covid-19 pandemic and secondary school education in the study area. This shows there is significant relationship in the impart of Covid-19 pandemic and the secondary school education this is in line with Kekić *et al.* (2016) who reported that schools losing long periods of learning due to disease outbreak can result to both temporal and permanent damage on educational system.

Table 4**Chi-Square (X^2) Analysis of Relationship between Covid-19 Pandemic and Study Mode of Students**

X^2 Calculated Value	Critic al Value	Degree of Freedom	Level of Significant
22.07	9.488	4	0.05

Table 4 reveals the analysis of relationship between Covid -19 pandemic and secondary school education. This shows that $X^{2\text{ Cal}}$ (22.07) is greater than $X^2\text{ tab}$ (9.488) under degree of freedom (4) and significant level 0.05. Thus, the null hypothesis is rejected which implies that there is a significant relationship between Covid-19 pandemic and secondary school education.

Table 5**Chi-Square (X^2) Analysis of Relationship between Covid-19 Pandemic and Online Learning and Teaching Process.**

X^2 Calculated Value	Critical Value	Degree of Freedom	Level of Significant
21.80	9.48	4	0.05

Table 5 reveals the analysis of relationship between Covid-19 pandemic and online learning and teaching process. This shows that $X^2\text{ Cal}$ (21.80) is greater than $X^2\text{ tab}$ (9.488) under degree of freedom (4) and level of significant 0.05. Thus the null hypothesis is rejected which implies that there is significant relationship between Covid-19 pandemic and online learning and teaching process.

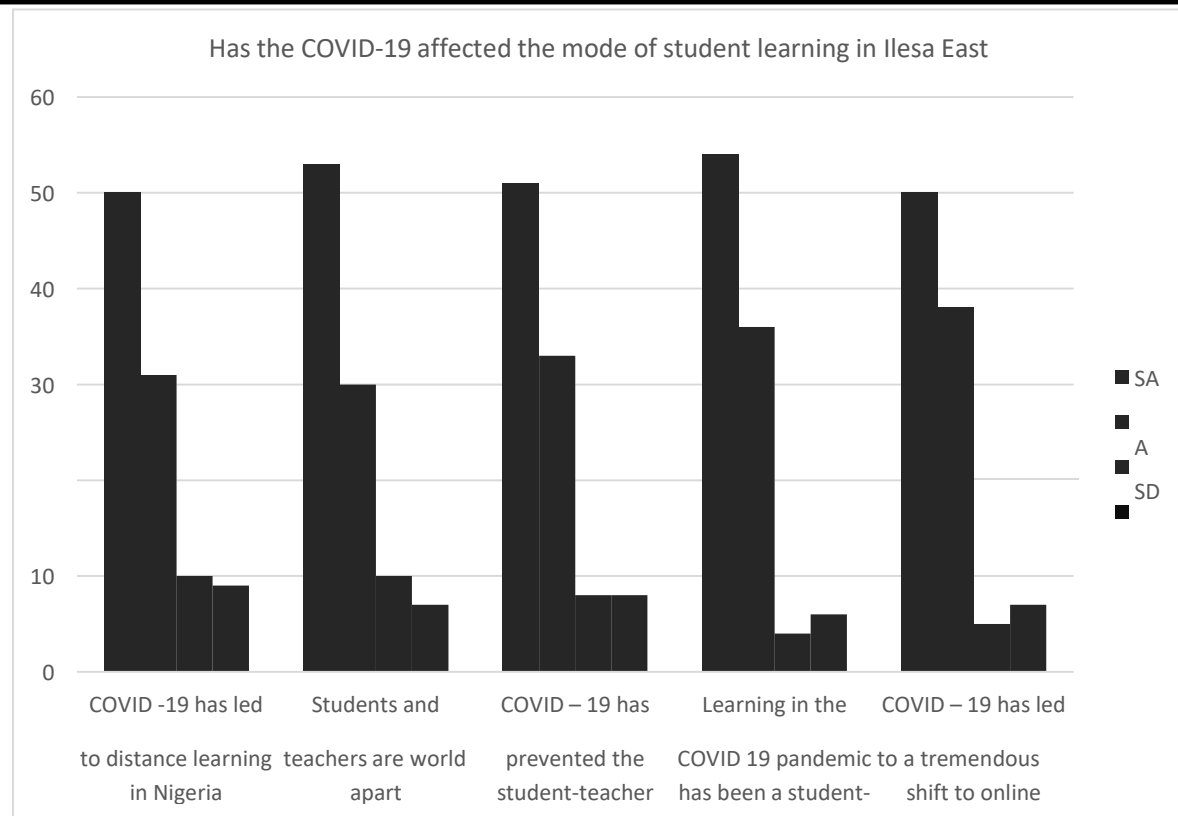


Figure 2: Chat analysis showing if COVID-19 has affected the mode of student learning

Conclusion and Recommendation

Use of technology in education has possible force to facilitate education from any location including remote areas and homes. Consequently, as the whole world is battle ready to contain and curtail Coronavirus pandemic or any other future occurrences, the use 21 of digital or technology in education in any platforms would become the emergence of actuality for schools, teachers as well as students

Technologies in education should be seen as the mover of teaching and learning processes ahead in the face of the pandemic, as digital technologies drive the 21st century education system where educators are seen as facilitators, motivators and mentors of learners and not the sole owners of knowledge. Any government that jettison the idea to adopt and adapt to the rapid advancements in technology in education system will soon learn in hard ways as the world remains global village and the technology is the only key to globalization of knowledge.

It is therefore recommended that school leader should create a conducive environment for both the students and the staffs in order to arose their willingness toward mobile learning. The teachers should encourage the learners by creating an educational page in some of the networking forums like Facebook. It is also suggested that mobile phones that have parental features to control students through limiting the phone functionality will be necessary. The government needs to amend some of its policies regarding ICT usage in secondary schools.

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IMPLICATIONS OF COVID-19 PANDEMIC ON THE TEACHING AND LEARNING OF ENGLISH LANGUAGE: TEACHERS AND LEARNERS APPROACH

By

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Abstract

In the globalized twenty-first century era, language proficiency promotes cooperation and communication among people from diverse cultural backgrounds in all facets of life, education and work. Language learning must therefore be a lifelong commitment, carried out in a number of ways to meet social, occupational and educational needs, as well as personal needs and desires. Due to the sudden closure of schools and institutions, English language teaching and learning have begun to face significant obstacles with regard to the COVID-19 pandemic. It has made a significant difference in terms of English language teaching and learning. This study explored the implications of COVID – 19 on English language teaching and learning in senior secondary school. Participants indicated how important learning English was before and after the pandemic and responded to an open-ended question soliciting their perspectives on what was most difficult during the pandemic. The study also looked at their responses and proficiency gains to learn more about the implications of the COVID-19 pandemic on students and teachers. The results of this study show that most teachers had to re-plan and adapt education processes including adjusting methods, syllabus and curricula, designing materials, and diversifying the media, formats and platforms used. It is revealed that majority of the schools in Adamawa state lack e-learning facilities to enable teachers interact with their students. Also, lack of basic computer skills makes it very difficult for students not only to manage but also to show minimum interest in online teaching and learning. It is believed that students would fully utilize the e-learning facilities if such facilities are available, functional, and often used by teachers to communicate and teach the students. The study therefore, recommended that the government can provide supports such as solar-powered educational devices, pre-loaded with offline academic resources, to students in disadvantaged and vulnerable communities to alleviate the negative impact of the pandemic on education.

Introduction

The year 2020 has been marked by the emergence of coronavirus disease 2019 (COVID-19). This virus has reached many countries and has paralyzed the lives of many

people who have been forced to stay at home in confinement. The unexpected outbreak of the deadly disease COVID-19 has caused worldwide trauma. COVID-19 pandemic, which began in March 2020) in Wuhan, China (Lin et al., 2020), has had both direct and indirect impacts on human lives around the world (Zar, Dawa, Fischer, & Castro-Rodriguez 2020). Some daily activities, such as travelling and going outdoors, have been temporarily prohibited to reduce the transmission of the virus. The repercussions of COVID-19 have led almost every region and educational institutions to be operating with the new normal. Many countries have imposed lockdowns that include the permanent closure of all educational institutions. Over 188 out of 195 countries have been implementing nationwide school closures and restricted education facilities (Nicola et al., 2020; UNESCO, 2020). It is estimated that more than 1,576, 021, 858, which constitute about 91.3% of all the learners across the globe, have been affected by the closure of educational institutions (Fong et al., 2020; Nicola et al., 2020; Sadique Adams & Edmunds, 2008; Brown et al., 2011; UNESCO, 2020). Apart from the impact on learners, school closures have high economic, health and social costs (Cauchemez et al., 2009; Brown et al., 2011; Wu et al., 2010).

In order to avoid COVID-19 from spreading and transmitting, all face-to-face learning practices in the classroom have been suspended (Esposito & Principi, 2020). This situation puts the global education system under strain, pushing educators to switch to online teaching and learning instantaneously. Both educators and learners particularly in Nigeria, are turning to e-learning models because of COVID-19. Each academic institution has shed some light on the current pandemic problems in order to determine the best course of action to deal with the current challenges associated with e-learning. Many educators and lecturers, especially in different regions, especially in Nigeria, are not yet proficient in using e-learning applications for teaching and learning process. According to studies by (Rohman, Marji, Sudjimat, Sugandi, & Nurhadi, 2020; Wargadinata, Maimunah, Dewi, & Rofiq, 2020), most learners have negative attitudes toward e-learning, though, they do agree, that e-learning is the best option during the pandemic. In this circumstance, video conferencing platforms such as Zoom, Microsoft Teams, Skype and WebEx, as well as Learning Management Systems (LMS) such as Schoology, Canvas, Google Classroom, CIDOS, Moodle and social media (Facebook, WhatsApp, Instagram, YouTube) are heavily used as e-learning applications. With the emergence of e-learning environments, the learning process will not be interrupted due to the closing of the academic institution during COVID-19 pandemic. Despite this, some institutions have improved their abilities to offer course material online, engage learners in learning and conduct assessments. These include: Ahmadu Bello University, the National Teachers' Institute (NTI), the University of Abuja and the National Open University of Nigeria (NOUN) (Eze, Chinedu-Eze & Bello, 2018).

In Nigeria, the threat posed to education is compounded due to peculiar vulnerabilities, including poor health systems, poverty and inequality, hunger, internally displaced populations, high population densities, electricity or power supply, urban-rural divide and out-of-school population (WHO, 2020). About 10.5 million children aged 5-14 years in Nigeria were out of school, and only about 61 % of 6 to 11-year-old children receive primary school education on a regular basis ((UNICEF, 2020). Hence, while Nigeria is battling with underlying educational challenges that have kept the country behind in getting young people ready for the dynamic workplace (Dan-Nwafor et al., 2020; Obiako & Adeniran, 2020; Yinka & Adebayo, 2020), COVID-19 impacts further exacerbate this problem.

The pandemic has transformed the contexts in which curricula and syllabus are implemented, not only because of the use of platforms and the need to consider circumstances other from those for which the curriculum and syllabus were originally designed, but also because certain knowledge and competencies are more relevant in the current context. A number of decisions need to be taken and resources that present a challenge for school systems, educational establishments and teachers should be made available. This is true of curricular and syllabus adjustments and prioritization and the contextualization needed to ensure that the contents are relevant to the current emergency situation, based on consensus among all relevant stakeholders.

However, it is hypothesized that COVID-19 may have implications for secondary school teachers and learners of English language. Therefore, the implications of this pandemic will be strongly felt more by secondary school teachers and learners. This paper therefore, explore the implications of COVID – 19 on English language teaching and learning in senior secondary school.

Methodology

This study seeks to carry out research on the English language teaching and learning and implication of COVID-19 pandemic in some selected secondary schools' teachers in Yola North, Adamawa state. The quantitative research design is employed for this study because it typically makes use of in-depth and verbal description in place of numerical data Afful & Tekpetey (2011).

The target population on which this research focuses includes teachers that teach English Language and students in four secondary schools located in Yola North local government. They include: Gwadabawa Secondary School, Karewa Secondary School, General Murtala Muhammed and Yelwa Government Day Secondary School, Yola North Local Government of Adamawa state. Thus, interviews conducted in this study were directed to English Language teachers and students. They also served as data sources by reflecting and sharing their views with the researcher through face-to-face interviews.

A semi-structured interview data collection instrument (Patton, 2002) was used to gain insight into how the English teachers perceived the occurrence of COVID-19 and its possible impact on the performance of the senior secondary students by allowing them to provide deep descriptions of their views. Semi -structured formats assume that individual respondents define the issues in unique ways. Teachers and students were interviewed and the interview questions include open-ended questions. Semi-structured Interviews were conducted through face to face. The interviews were recorded using a phone recording application which was downloaded from play store of the Android phone which was used for this study. The average time spent on interviews was about thirty minutes.

Convenience sampling is selected for this research as the distance is much closer. Therefore, the sample of this study consists of four senior secondary schools located in Yola North local government. 2 teachers and 2 students from each school were chosen to fit the purpose of the study. Johnson & Christenson (2004) defined sampling as the process of drawing a sample from the population where the characteristics of a subset are selected from a larger group. Purposive sampling was used in this study because it is a nonrandom sampling technique in which a researcher solicits persons with specific characteristics to participate in a research study (Bogdan & Biklen 2007).

The researcher uses the semi-structured questions and the transcripts of the interviews to analyze the data by clustering and grouping them according to the responses of the participants under every question as formulated in the semi-structured questions. The purpose of this analysis is to uncover the meaning of the question, to make explicit its presuppositions and thereby the implicit conceptions of qualitative research it implies. The common themes emerged from the responses of the interviews and patterns were then grouped together and analyzed as responses. In certain instances, the participants will be quoted verbatim to emphasize the point made.

The instrument used for data collection was semi-structured interview questionnaire which consisted of a minimum of 10 questions that the respondents were asked to proffer answers to. The key questions asked during the interviews were: Does COVID – 19 has negative implications on the teaching and learning of English in Yola North? What are the strategies adopted for teaching and learning of English during COVID – 19 Pandemic in your Schools? What are the benefits of online learning in teaching and learning of English during COVID – 19 Pandemic? What are the challenges faced by the students using e-learning for teaching and learning of English Language? What are the views of students on the utilization of e-learning facilities? What is the solution to these challenges posed by online learning?

Question 1: Does COVID – 19 has Negative Implications on the Teaching and Learning of English in Yola North?

In reference to this question, four respondents specified that COVID-19 pandemic have negative implications on the Teaching and Learning of English in Yola North, Adamawa state, as a result of early closure of schools across the nation, to Lack e-learning facilities, Poor knowledge/skills on the part of the teachers and parents, Poor/Negative attitude and Reduction in students' enrollment and the increment in dropout rate. This is what the respondents had to say:

Table 1: Teachers' Responses on the Implications of COVID -19 on the Teaching and Learning of English in Yola North

S/N	Responses	Responses
1.	Lack of e-learning facilities	<i>T1, T2, T3 & T4: Majority of the schools in Adamawa state lack e-learning facilities to enable teachers interact with their students at such a time as this, even the few schools that have such facilities, majority of the students are unable to access it as a result of epileptic power supply.</i> <i>T3: The teachers are getting prepared to teach with new instructional strategies in order to minimize the effect COVID-19 may pose on students' performance as soon as the COVID-19 curve is flattened.</i> <i>T4: Given the unexpected nature of the COVID-19 outbreak, most teachers,</i>

		<i>parents and learners were not prepared for e-learning, especially in secondary schools where it was rarely used before the pandemic.</i>
2.	Poor knowledge/skills and Poor/Negative attitude on the Part of the Teachers and Parents	<i>T1: Most teachers are novices in computer and android phones. How can such teachers engage in e-teaching? Adopting e-learning during this COVID-19 pandemic demands up-skilling the users within a short time. T2: Negative attitude is a significant challenge to online learning. Many teachers, parents and students in Nigeria doubt the adequacy and effectiveness of online learning and assessment. They do not believe that online learning may not be effective for learning in primary and secondary schools. They may accept it as support but not to replace face-to-face teacher-student relationships. This poses a challenge in getting them to participate.</i>
3.	Reduction in students' Enrollment and the Increment in Dropout Rate	<i>T1, 2, 3 & 4: This is particularly the case of protracted closures such as the present one, when the associated economic stress causes school children to work and generate income for their family upkeep. Apart from this, students could lose interest in school with longer stay at home.</i>

From the above table 1, all the teachers who took part in the interview expressed their concern about the lack of e-learning facilities in their schools and they also complained about instability and consistent power failure in the country. They acknowledged that stable electricity in Nigeria will facilitate e- learning by allowing teachers to continue teaching and even conduct alternatives to practical classes.

Poor knowledge was identified by the respondents as a significant challenge to learning in primary and secondary schools. Most teachers are not skilled in using e-learning facilities. This concurs with (Ali, 2020; Anu, 2020) who indicated that e-learning facilities are under-utilized in most public secondary schools in Nigeria due to challenges including lack of / inadequate training of users. Further, adopting e-learning during this COVID-19 pandemic demands up-

skilling the users within a short time (Ali, 2020; Anu, 2020). This is because e-learning is complex and developing and implementing online information to plan instruction is challenging. This finding also concurs with Aliyyah et al.'s (2020) finding that online learning for secondary school has limitations. Other results related to that of the present study suggest that teachers and learners' poor perception affects online learning success. Hence, online learning can only be effective when it is a collaborative effort of the teachers, parents, learners, the community and the Government (Aliyyah et al. 2020) In addition, four respondents specified that many students would be lost to teenage pregnancy, businesses and also, school enrolment.

Question 2: What are the Strategies Adopted for Teaching and Learning of English during COVID – 19 Pandemic in your Schools?

One of the strategies adopted for teaching and learning of English during COVID – 19 pandemic is online learning. This is what the respondent had to say:

Table 2: Teachers' Responses on the Strategies Adopted for Teaching and Learning of English during COVID – 19 Pandemic in your Schools

Question	Responses
What are the Strategies Adopted for Teaching and Learning of English during COVID – 19 Pandemic in your Schools?	<i>T4: One of the aspects of online learning during the lockdown was that the teachers and students alike had to rely mostly on the independent learning by students. As teachers, we had to work on certain assumptions that students will attend an online session pre-prepared with the lesson or the English language item to be taught. And after the lesson, they will depend on themselves to practice and perfect that particular lesson or the language item.</i>

The view above supports the finding by (Mulenga & Marbán, 2020) that many educational institutions globally are currently adopting new strategies for teaching and learning as various digital online platforms are being adopted to replace the physical classroom since schools are under lock and key.

Question 3: What are the Benefits of Online Learning in Teaching and Learning of English during COVID – 19 Pandemic?

Consequently, Online Learning during COVID – 19 pandemic enhanced independent learning among those students who already were relying on themselves and also forced other to try to develop a habit themselves dependently to find solutions to their queries.

Table 3: Teachers' Responses on the Benefits of Online Learning in Teaching and Learning of English during COVID – 19 Pandemic.

Question	Responses
What are the Benefits of Online Learning in Teaching and Learning of English during COVID – 19 Pandemic?	<i>T1: Online learning promoted independence among the learners to take a certain measure of learning authority in their hands and also developed in them study skills such as the skill of note-taking based on reading and listening, time management skill, reading a variety of material provided, and also test preparation. The students became more self-motivated to do learn and do their work but also developed a measure of self-discipline towards their studies. It is needless to mention that study skills are a part and parcel of successful language acquisition and are traits that counted as the required ones for any job that the students opt in future.</i>
	<i>T2: Online learning developed a sense of conscientiousness among a selected group of students who maintained a sense of integrity related to their work and submission deadlines. It provided them with a platform to showcase their ability to depend on themselves and follow rules of teaching-learning with a high sense of integrity. This was clearly visible in the deadlines of online submission of assignments which was particularly adhered to by these students. Furthermore, this type of learning furnished a different level of help to slow learners by providing them enough time to cope with the pace of the lesson.</i>
	<i>T3: As the class conversations were recorded while the teacher was delivering the lesson, it gave slow learners an opportunity to go back to the recording and clarify any doubt they had during the lesson to better comprehend the lesson or language item taught. In this way, online learning greatly contributed to these students ability to cope with the subject matter taught and gave them a sense of achievement which would not have been possible in a regular face to face classroom due to various constraints such as, students being shy to ask any questions or restrictions due to time shortage. Some students even had their parents sitting with them during the lessons and constantly helping and</i>

	<i>encouraging them to understand the concepts being taught and be vocal and proactive in participating in class discussions and activities.</i>
	<i>T4: One more positive of online learning is that it gives a platform to greater flexibility in their study schedule in relation to other possible chores they had planned. Students could plan their course work around their schedule easily because the lessons did not require them to travel, which meant that students saved a lot of time spent on commuting and were able complete other planned or unplanned tasks. Online learning also results in cost reduction as a solid amount of budget is spent on transportation whether it is public or private. Flexibility also includes the learning environment that a student chooses in the comfort of his home, be it their bedroom, or the living room, their study area. It can also be done on a treadmill while walking and listening to the teacher's podcast.</i>

The view of the teachers above supports the finding by Nuzhath (2020) that online learning gives a platform to greater flexibility in their study schedule in relation to other possible chores they had planned. Students could plan their course work around their schedule easily because the lessons did not require them to travel, which meant that students saved a lot of time spent on commuting and were able complete other planned or unplanned tasks. Online learning also results in cost reduction as a solid amount of budget is spent on transportation whether it is public or private. Flexibility also includes the learning environment that a student chooses in the comfort of his home, be it their bedroom, or the living room, their study area. It can also be done on a treadmill while walking and listening to the teacher's podcast.

Question 4: What are the Challenges Faced by the Students Using E-Learning for teaching and Learning of English Language?

E-learning though has been fairly popular for the past few decades yet its widespread use and an increased dependency on it was largely visible since the beginning of 2020 due to the unprecedented situation faced by the world in the form of COVID-19. From being a supplemental tool used occasionally and as per the demands of the learning outcomes, e-learning overnight became an essential entity of English language teaching learning which not only brought forth its numerous benefits but also exposed the challenges faced by teachers and students alike while using it. This is what the respondents had to say:

Table 4: Responses on the Challenges Faced by the Students Using E-Learning for teaching and Learning of English Language

Question	Responses
What are the Challenges Faced by the Students Using E-Learning for teaching and Learning of English Language?	<i>S1: One of the foremost challenges faced is adaptability to the computer-based instruction in a virtual classroom. It is not easy for us to make a switch from traditional face to face instruction to online learning and it may result in students being resistant to adapt to this new learning experience. Another challenge posed by online learning is computer literacy with regard to the students. This lack of basic computer skills makes it very difficult for us to show minimum interest in teaching going on.</i>
	<i>S2: One area where we find difficulty is the problem of technical issues. This problem is a big monkey on the back of online teaching learning process. All of us face the problem of poor network connection. This problem gets compounded because most of us live in towns away from the cities where the bandwidth is low. And as such, it is difficult for us to be online for classes. As a result, we did not show enough self-motivation, which is the basic ingredient for the successful learning to take place- be it traditional classroom or online. Consequently, we fell behind in all areas of learning and could not reap the positive outcomes that online learning has to offer.</i>
	<i>S3: We were not able to manage our time. Online learning requires a lot of post session activities if one wants to comprehend the concepts better. It was difficult to sustain our interest for the duration of the online session.</i>

The view above supports the finding by Nuzhath (2020) that language teaching underwent a dramatic change due to the unforeseen and unpredictable situation that presented in the form of COVID-19 and the changes that had to be made to curriculum, pedagogy, evaluation of students' performance while at the same time maintaining the quality of teaching and sustained enthusiasm of the learners. The analysis of students' summative evaluation results clearly show that a majority of students showed remarkable affinity to learning through the methods employed by teachers using online applications such as Microsoft Teams, Moodle, etc. However, the task at hand for both the teachers and students was not easy. Many students did not have a good WiFi connection, some had difficulty in accessing the network, while some did not have necessary equipment at home, so they were forced to adapt to a varied ways of learning and so on.

Question 5: What are the views of students on the utilization of e-learning facilities?

It was revealed by students that they feel relaxed using the facilities both within and outside the study areas. This is what the respondents had to say:

Table 5: The Views of Students on the Utilization of E-Learning Facilities.

S/N	Questions	Responses
1.	What are the student's attitudes toward the use of e-learning facilities?	(S1,2&3) <i>"I don't see myself using it all the time because some teachers do not want to embrace the technology"</i> . (S4,5, & 6) <i>"Some teachers are not using it and this affects us as well"</i> .
2.	Are the facilities easy, quick, fast and user-friendly?	(S6) <i>"One of the ways I can access my teachers is through e-learning and easily interacts and gets feedback from them. It is really easy to use"</i> . (S2,7) <i>"It is because you can easily access and ask questions from the teachers and they will reply even when movement is restricted" especially at night"</i> . (S2,3&8) <i>"It is stress-free; I can also use them within the comfort of my own bed"</i> . (S4) <i>"I think e-learning facilities are fast and simple to use. It is a link for a cordial relationship with our teachers because of the facilities aid quick feedbacks"</i> . (S6) <i>"It's quicker, and it had made us trust them because of the quality of the facilities"</i> . (S7) <i>"It is easy to access. One can engage himself with the assignments given by the teachers promptly"</i> . (S8) <i>"Easy and accessible to all of the students thereby helping them to meet deadlines such as assignments given by the teachers"</i> .

From the above table 5, most students in the secondary schools are eager to use the e-learning facilities because these facilities are used in teaching and learning of English among teachers with little or no technical complexities during learning. Most of the interviewed students were of the view that if the e-learning facilities would help them download materials as quickly as possible, access teaching online and submit the assignments swiftly on the platform without any form of interruption or delay, such would trigger the usage at all times. This finding is consistent with Franco & Garcia (2018) they found that the use of e-learning facilities makes teaching and learning very interesting and easier to deliver. Also, e-learning improves teaching through the provision of improved research information, ease, improves the quality of teaching, and enhances group learning.

It is also revealed that some teachers do not like to use the e-learning facilities. Even the younger ones are lazy to prepare power points and upload the teaching materials on the

platforms so that students can make use of the facilities to access the materials. Thus, teachers' attitudes toward the use of e-learning facilities greatly affect the usage by the students. The implication of this finding is the indisposition to change to the new method of computer literacy among teachers and students. This is one of the major challenges facing both teachers and students in utilizing e-learning facilities (Eze et al., 2018). Hence, if teachers constantly use the facilities to upload their lecture notes, PowerPoint presentations and assignments, it will positively affect the students' usage because they will also use the facilities.

Question 6: What is the Solution to these Challenges Posed by Online Learning?

It emerged from the interview that as online learning is here to stay, it is imperative that teachers create a positive impression about virtual learning on students' mind. This is what the respondents had to say:

Teachers' Responses on the Solution to these Challenges Posed by Online Learning

Question	Responses
What is the Solution to these Challenges Posed by Online Learning?	<i>T1: In order for this problem to be solved, it is essential that before teaching is taken on a virtual level, these students must be given courses and training to develop their basic computer skills, like Microsoft Word (creating folders and saving files), making Power Point presentations, how to access and upload files if a software like Moodle is being used, etc. Once students are armed with these skills, they will find it easier to manage themselves to go online and take part in learning going on. The more they learn virtually, they will adapt themselves more and more to new and exciting ways of learning that virtual language teaching creates.</i>
	<i>T2: In order to overcome this problem, many students use their mobile phones to gain access to their online classes, which is financially not viable at all. There is no easy answer to this issue except that students may be asked to move to places where they can find good network at least for the purposes for their classes. Even though e-learning has become a part and parcel of 21st century with its plethora of benefits to both the teacher and the student, yet the language faculties everywhere need to have viable solutions to overcome the challenges posed by it. A change in attitude and technological literacy should be encouraged among the students in order for e-learning to work effectively. This will help students gain confidence to accept the switch from traditional face-to-face interaction to online learning in a smooth manner. An extra hour or half an hour can be assigned as an office hour every week exclusively to try to clarify any doubts and queries that students have. This should not be treated as a formal interaction.</i>

	<i>T3: Teachers can provide supplementary resources and activities to make students aware of the expectations of weekly class. Lecture slides with audio recording can be made available to the students, so that they can access and use them as per their convenient time. If online resources are used, it should be made certain that these materials are in line with the learning outcomes and match the abilities of the students.</i>
	<i>T4: Students must be made to feel that they belong to a group or a community. Therefore, it is imperative that even if teaching is online, group or pair activities can be assigned, so that students feel comfortable working in sets. Research has established that students learn better when they work with their peers. Peer tutoring can be adopted as means of help that can be provided to slow performers. While these activities and materials can be used as supplements, the main online class should focus on the key concepts of language learning and the development of language skills along with strategies involved in developing these skills.</i>

Discussion of Findings

From the findings of the study, the roles of teachers in response to the COVID – 19 Pandemic were identified. It is revealed that most teachers had to re-plan and adapt education processes including adjusting methods, syllabus and curricula, designing materials, and diversifying the media, formats and platforms used. They had to face the demands of providing socio-emotional and mental health support to pupils and their families, which is an aspect of their work that has become increasingly important during the pandemic.

On the negative implications on the teaching and learning of English language in Yola North, it is revealed that majority of the schools in Adamawa state lack e-learning facilities to enable teachers interact with their students. Also, COVID-19 pandemic has negative implications in Yola North, Adamawa state, in the aspect of poor knowledge/skills on the part of the teachers and parents, poor/Negative attitude and reduction in students' enrollment and the increment in dropout rate.

It is also found that one of the strategies adopted for teaching and learning of English during COVID – 19 pandemic is online learning. Also, the benefits of online learning in teaching and learning of English during COVID – 19 Pandemic include:

- i. It promoted independence among the learners to take a certain measure of learning authority in their hands.
- ii. It provided the students with a platform to showcase their ability to depend on themselves and follow rules of teaching-learning with a high sense of integrity.
- iii. It contributed to the students' ability to cope with the subject matter taught and gave them a sense of achievement which would not have been possible in a regular face to

face classroom due to various constraints and resulted in cost reduction as a solid amount of budget is spent on transportation whether it is public or private. Over the challenges faced by the students using e-learning for teaching and Learning of English Language, it is found that students were adapted to the computer-based instruction in a virtual classroom. Lack of basic computer skills makes it very difficult for these students not only to manage their but also to show minimum interest in teaching going on. Another problem is that motivation as an issue for some students. Also, the students were not able to manage their time. Concerning the views of students on the utilization of e-learning facilities, it is revealed that it is believed that students would fully utilize the e-learning facilities if such facilities are available, functional, and often used by teachers to communicate and teach the students. Hence, if teachers constantly use the facilities to teach students, it will positively affect the students' usage because they will also use the facilities.

Recommendations

The following recommendations are made:

- i. There is a glaring need for training services for teachers and students and cooperation between government, enterprises, and schools. Teachers and students need training on ICTs and e-learning facilities as to how they can be used to support learning. Both in-service teachers and the student teachers in educational institutions should be well trained in blended teaching and learning method.
- ii. Additionally, the government can provide supports such as solar-powered educational devices, pre-loaded with offline academic resources, to students in disadvantaged and vulnerable communities to alleviate the negative impact of the pandemic on education.
- iii. There is an increasing need to revalidate and adapt teaching and learning methods for all learners. As such, it is necessary that secondary schools be provided with online infrastructure, learning resources, learning tools. If the learners and the teachers are well skilled and equipped with ICT gadgets, learning can occur irrespective of time and distance.
- iv. Efforts are needed to reduce the gaps between urban and rural schools in learning and the provision of e-learning resources for enhanced learning. This can be ensured by providing learning materials and resources online and providing internet facilities to rural areas for learners from low economic backgrounds. For instance, in China, Portugal, efforts are being made by the governments to give computers to students from low-income households and offered mobile data packages and telecommunication subsidies.

Conclusion

This study aimed to explore the impact of COVID-19 on secondary education in Nigeria. In addition, information and communication technology is gradually revolutionizing learning and teaching at all levels. Therefore, students in primary and secondary schools should be introduced to IT-enhanced learning approaches such as blended learning, computer-assisted learning, and technologies. Hence, there is an increasing need to revalidate and adapt teaching and learning methods for all learners. This will help overcome access and poor learning during emergency situations in the future and ensure that distance barriers do not hinder education and academic sessions will not be threatened. As such, it is necessary that primary and secondary

schools be provided with online infrastructure, learning resources, learning tools. If the learners and the teachers are well skilled and equipped with ICT gadgets, learning can occur irrespective of time and distance. School funding is necessary and will be of utmost significance in respect of e-learning under emergency.

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INFLUENCE OF COVID-19 PANDEMIC ON SOCIAL SCIENCE EDUCATION; IMPLICATION FOR SUSTAINABLE NATIONAL DEVELOPMENT BY

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Abstract

Corona Virus disease 2019 (COVID-19) which is originated in human, China in December, 2019 was declared as a pandemic by World Health Organization (WHO) on 11th of March, 2020 after it has spread to other parts of the world including Nigeria. It has also caused more than 171 countries of the world to close their educational institutions for several months in the year 2020. The impact of Covid-19 pandemic on institutions around the world is unprecedented, its scope and economic dimensions also means that it poses a major treats towards achieving the Nigeria sustainable goals (SDGs). This article therefore discusses the impact of Covid-19 on Social Science education system, its influence on sustainable development goals and their implementations, provided the four (4) ways social science education could ensure sustainability. The article concluded by sending a caution warning about the need to continue to put an emphasis on the four ways social science can, ensure sustainable development in Nigeria.

Keywords: *Social Science Education, Covid-19, Sustainable Development.*

Introduction

Social Studies education like any other discipline has its challenges, the COVID-19 Pandemic is one of the challenges. Covid-19 disease (2019) which is originated in Wuhan, China, in December, 2019, was declared a Pandemic by World Health Organization (WHO) on 11th of March, 2020 after it has spread to other parts of the world including Nigeria. Agbele and Oyelade (2020) conceptualize Covid-19 as viral pneumonia with symptoms such as dry cough, fever, sore throat, dyspnea, body pain and diarrhea. This disease emerged in late December 2019 in Wuhan, in Hubei province of China, and within three months, it had spread globally, prompting the World Health Organization (WHO) to declare Covid-19 a threat world health.

Covid-19 affects individuals of all ages, greater severity and mortality occur more among the aged population, that have other comorbidities such as hypertension, and other cardiovascular disease, or diabetics, cancer and other immune-compromising diseases (Jordan, 2020). It has also been observed that Covid-19 seems to affect males more than female (Jordan, 2020). Meanwhile children tend to exhibit milder symptoms of Covid-19. However, the reasons for this are not yet clear (Okuy, Sahin, Aguinada & Tasdogan, 2020).

The severe from Covid-19 occurs in three phases – viral, pulmonary and hyper-inflammatory phase, which can lead to severe Acute Respiratory Distress Syndrome (ARDS), impaired cardiac function, and death. Thrombosis and coagulopathy is reported to complicate Covid-19 (Anyanwu, Festus, Nwobi, Jaja & Ogutta, 2020). Patients suffering from a severe form of Covid-19 often need to be incubated and place under a ventilator. The chance of survival following SARS-COV-2 infection for people > 69 years is – 95 percent in the absence of comorbid conditions, but this chance decreases considerably if the patient has underlying health conditions (Anyanwu, et al, 2020).

The economic and welfare of the people was suppose to be the primary purpose of government unfortunately, government on this constitutional responsibility has failed to provide food and safe environment for lives, properties and the conduct of business and economic activities during the pandemic. The alarming level of poverty in Nigeria has fuelled the crime rate and terrorists attacks in different parts of the country, leaving unpalatable consequences for the nation's economy and its growth to address the threat to national development and combat the increasing waves of poverty, the Federal Government in the 2013 budget made a huge allocation to economic development and the national assembly passed the sustainable bill in 2011 (Ewetan, 2013). Despite these efforts, the level of poverty in the country is still high, and confirmation of this is the low ranking of Nigeria in the Global market index (GPL, 2012). Despite the plethora of economic measures taken to address the daunting challenges of economic development in Nigeria, government efforts have not produced the desired positive result. It is against this background that this paper examines social studies education amidst Covid-19 Pandemic and sustainable national development in Nigeria.

Conceptual Clarification

a. Social Science Education

There is no globally accepted definition of the concept of social science among social science educators. The definitions of the discipline arise from the value placed on the concept and the role the social science educator(s) wasn't the concept to play. Some of the definitions in Nigeria are borne out of the desire of the authorities to use social science to address and resolve certain national economic problems and challenges in the society. This explains why the definitions of social science vary greatly between countries and among social educators. Egunjobi (2010) opines that social science is the study of man in his environment. Mezieobi (2011) affirms that it is a way of life, a practice of living effectively within one's immediate cultural environment and the modern world at large. It is the application of relevant knowledge and skills from social sciences for better living (Unimna, Adie & Essien, 2017).

Social Science education is a subject which uses integrated disciplinary approach in its study of man and his environment. Social Science education deals with methodologies, concepts ideas, principles, values, attitudes in other discipline to build up its own content and knowledge centered on man and his environment (Fadaci, 2010). Fadaci (2010) concludes that social science education center on materials methods and concepts of the subjects which help to present a complete body of knowledge about man and his environment.

b. Sustainable Development

Sustainable development is the development that meets the need of present without compromising the ability of future generations to meet their own needs. United Nations Assembly), (1987). The concept of Covid-19 pandemic has significantly been affecting societies all over the world at all levels. According to Baland (2015) said apart from the significant disruption of health systems, the high levels of infections and the death toll associated with them the world's economy, Achumba, Igbomereho and Akpa-Roharo (2013) also said that of social problems, these vary income losses due to the closure of many businesses, to problems and conflicts by social isolation.

c. Covid-19 Pandemic

Corona Virus disease 2019 (Covid-19) is illness caused by a novel corona virus now called severe Acute Respiratory Syndrome 2 (SARS-COV-2) formerly called (2019-COVID), which was first cases in Wuhan City Hubei Province China, (Agbele & Oyelad, 2020) it was initially reported to the WHO on December 31, 2019, on January 30, 2020, the WHO declared the Covid-19 outbreak a global health emergency. On March 11, 2020. The WHO declared Covid-19 a global pandemic, its first such designation since declaring HINI influenza a pandemic in 2009.

The Impact of Covid-19 on the Social Science Education

The closure of schools, colleges and universities does not only interrupt the teaching and learning around the world, it also coincide with the key assessment periods which many examinations have been postponed or cancelled as a result of Covid-19. However, this long period of school closure have significant consequences on skills acquisition and growth of school children. (Owusu and Hanson 2020). It is worthy to note that schooling provides adequate learning but when school close, children are deprived the opportunities for academic growth and development. The disadvantages of school closure is enormous for especially for under-privileged children who tend to have fewer or no educational opportunities outside school (Barret, 2020).

The impact of the lockdown on the wellbeing of communities through economic recession or job losses should not be overlooked (Nkengasong & Mankoula, 2020). Restricting the movement of people may have effect on the psychological wellbeing (Anyanwu et al., 2020) School closures will impede learning disproportionately in children from disadvantaged communities, leading to teenage pregnancy and gender-based violence in homes (Nkengasong, 2020). Hence, the WHO has outlined guidelines that need to be taken into consideration before

counselling people, as the measure could be counterproductive in the long run (Anyanwu et al, 2020).

While Nigeria took the right decision in shutting down states that constituted epicenters of Covid-19, and closing of borders in some state in its effort to curb the interstates spread of *Covid-19, of concern is the people who live in slums/internally displaced people's camps who often suffer from malnutrition, various non-communicable diseases and infectious disease (including HIV/AIDS) and tuberculosis. These are populations that are at a greater risk of Covid-19. Unfortunately, an estimated 1.9 million people are living with HIV in Nigeria, with 1.4 percent of these among Nigeria's youthful adults aged 15-49 years (Anyanwu et al., 2020), while a latest report showed that incidence of tuberculosis rose in Nigeria from 418,000 cases in 2019 to 429,000 cases in 2018, with tuberculosis treatment coverage stagnant at 24 percent (Adepoju, 2020) data from other respiratory diseases, including pneumococcal pneumonia and pulmonary tuberculosis, showed that people living with HIV with compromised immunity have significantly worse.

Influence of Social Sciences on the Response to COVID-19 Pandemic

- Work by social scientist on the effective acceptable delivery of mass vaccination programmes because they tell the masses the important things about human behaviours, relationship and institutions, social scientist can help deliver these outcomes (Agbel & Oyelade, 2020).
- Social Sciences don't produce much in the way of patentable widgets or indeed life-saving vaccine. (Emeka & Nyeche 2020) However, the analysis and insights they generate can and do underpin better-evidenced decisions and help guide and target insights from the social sciences. (Kin & Bonk 2019), social sciences can help policy makers like social development goals (SDGs) and colleagues solutions that people are able and crucially and willing to follow.
- *Covid-19 pandemic has devastated communities and economics around the world and profoundly changed the ways in which we live and work (Sambo, Oyelade & Abraham (2020) many of those effects will no doubt prove to be temporally but the pandemic has also created opportunities for to build back better society, once the immediate threat recedes.
- While medical science has been front and center of response to the virus itself, social science education have a powerful role to play in our recovery from it.
- Jordan, (2020), social sciences have an urgent role to play in ensuring that the voices of communities affected by an issue are represented in discussions of it, and that stakeholders are able to be involved in decisions that affect them. The impact of social science demonstrate the importance of having local knowledge which the social sciences can provide.
- a better post-recovery world will undoubtedly also benefit from the well-documented contribution that social sciences make in areas such as improving the resilience of our democratic and financial systems, exposing and addressing social and economic inequalities and promoting good mental health and more sustainable ways of living (Oyelade & Lateel, 2019).

Four (4) ways to sustainability

1. Collaboration: To fully realize these potential benefits, this may be a good time for social science to get their house in order by reducing some of the major barrier to impact. Rachael Middlemas (2016) thought about ways to increase support for collaboration with industries, communities and third sector organizations, as well as with policy makers. These diverse stakeholders have different timetables and are interested in output. An effective response from these stakeholders will also entail collaboration between and within academic disciplines, Social Development Goals (SDGs) colleagues. This support should be maintained and increased where appropriate to continue to leverage the insight that cross-disciplinary work yield. Rachael (2016), maintained that if we want communities, business and policy makers to recognize the contributions that social science make, we need to improve our visibility.

2. Visibility: The social science could further want to work to improve their visibility accessibility. Doing so might help increase activity on the demand side of the impact equation that is in terms of impact equation that is in terms of external partners coming to them for help. Nkengasong (2020) said however that it's especially problematic for social scientist because most people don't really know who they are or what they do. If we want communities, business and policy makers to recognize the contributions that social sciences make, we need to improve our visibility. An important step in that direction is the social sciences, humanities and arts for people and economy (SHAPE) launched recently by the British Academy is a way to level up the visibility of the society.

3. Credibility: We might further think about ways to maximize the credibility of social scientist in effort to sustainable development have taken a pounding in the last decades or so. Rachael (2016) said part of rehabilitating social science expertise is getting, better at tracking evaluating and describing the impact of social science research. It is typically hard to draw even correlative, let alone casual links between specific impact and specific social science research, making it hard to prove the native and value of the contribution that research makes. Ngumbi (2020) also affirm that getting better evaluating and communicating the benefits sustainability even when that cant be counted in pounds, shilling and pence,.

4. Incentives: Finally, it's time to think hard about how social scientist incentivize and reward busy communities to participate in all of these. The reputational and potential financial incentives are clear. For individual, though taking time away form to participate in knowledge exchange and impact often seems like a luxury they can ill afford proper provision of time expertise and resource to support their effort, and sincere celebration of their success determine the extent of social science participation in recovery. This can be expensive but it is an investment worth making for a better and more evidence base future.

Conclusion

The Covid-19 pandemic should remind us why we need the insights from the social and behavioural sciences to help alien human behaviours with the advice of experts, since we have become aware of the pandemic and social complex phenomena. Divestment from the social sciences at this precarious moment in time is remarkably short-sighted. Though science has been central to informing policies in the response to *Covid-19 pandemic, ensuring, successful implementations of these policies and the direction of a long term recovery is the role of social science.

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THE INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN MATHEMATICS IN GOMBE METROPOLIS GOMBE STATE

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Abstract

The influence of social media on the academic performance of senior secondary school students in mathematics in Gombe metropolis was put into consideration by the study. Self-design questionnaire with positive or negative responses was used to obtain relevant data from three hundred and four (304) respondents of seven (7) co-educational senior secondary schools used for the study from the metropolis. Three research questions were used to obtain relevant data. Using percentages and means to analyze the collected data revealed that, there is high level of social media packages usage by senior secondary school students; there is a significant relationship between the social media packages usage and the performance of senior secondary school students in mathematics; and there is significant difference between the male and female senior secondary school students social media packages usage in mathematics, senior secondary school female students use social media packages more than the male students in mathematics in Gombe metropolis. Recommendations were given based on the findings of the study and if put into consideration will be of great benefit to the senior secondary school students and others in the use of social media packages in learning not only mathematics but other school subjects in secondary school and beyond.

Key words: Influence, Social media, Performance and Secondary School

Introduction

The school is a powerful agency where students are given formal education and held together for the purpose of acquiring knowledge and have opportunity of achieving the objective of

education in the Classroom (Abdullahi, 2019). He further stressed that apart from classroom teaching and learning situation (direct learning), learning can also take place indirectly using text books, films, dictionary and media. With the development in the country technologically, social media has come to supplement other agents of education all over the globe. Today, the method of communication has changed our lives from the era of communicating with pen and paper as a result of social media and its platform which consist of different technologies. One of the sound technology in communication and sharing information is the social media, such as Facebook, 2go, Twitter, You tube, WhatsApp, Instagram, etc with which its development penetrates through almost all part of our societies and contribute positively and negatively in communication, learning, research and education in general (Ishaku, Saidu, Sanda & Muhammad, 2018). Social media began in the late 90s with the first recognized social media network called “Six Degrees” in 1997 and this technology enabled people to upload a profile and make friends (John & Emefa, 2018). From 1997 to 2001 a number of community tools; Asian Avenue, blackplanet and MiGente began supporting various combination of profile and publicly articulated friend (Boyd & Ellison, 2007).

Oxford dictionary 2nd Edition (2011), defines social media as “websites and applications used for social networking”. Social media is a communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and knowhow (Dearborn, 2014). One theme that all these definitions underpin is that, social media involves some forms of communication between individuals over the internet. Presently, there exist uncountable social media either developed for local use, specific purpose or international use. Kaplan and Haenlein (2010), classified social media into six (6) different categories as follow;

- i. Collaborative project (Wikipedia)
- ii. Blogs and micro blogs (twitter)
- iii. Content communities (Youtube)
- iv. Social networking sites (FB, 2go, BB chat, Instagram, WhatsApp etc.)
- v. Virtual game World (world of war craft)
- vi. Virtual second world (second life)

This classification of social media into classes has been useful to scholars and individuals for proper identification and study of a particular social media type, but today a difficulty may arise because of the high proliferation of social media and one may wonder which group a new developed social media type fits into (John & Emefa, 2018). Social media exploded as a category of online discourse which enables people to create contents, share them, bookmark them and network at a prodigious rate (Jha & Bhardwaj, 2012). This has breached the gap that existed in communication where people had to rely solely on traditional methods such as letters and phone calls as mode of getting in touch with friend, other relatives. Today, communication is as easy as walking to give a piece of information or vice versa through the use of social media. Since the world becomes a global village, social media is fast changing the public discourse in the society and is setting trends and agenda in topics that ranges from the environment and politics to technology and the entertainment industry (Asur & Huberman, 2010).

As we know, nothing interesting is ever completely one-sided, so it is for social media as it comes with both positive and negative effects. There is a correlation between social media

usage and academic performance of students in senior secondary school. Liccardi et al (2010) argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas, Kuppuswamy & Narayan, (2010), reviewed that social network websites grab students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Background of the Study

Computer access and use among Nigerian secondary school students have grown exponentially over the past decade, (Becker, 2011). More than 48% of Nigerian youth, twelve (12) to seventeen (17) years of age use the internet, and nearly half log on daily (Lenhart, Madden, & Hitlin, 2012). Once connected, adolescents engage in a wide variety of social media behaviours, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so on and so forth. Secondary school students use the internet primarily for social reasons (Gross, 2010; Roberts, Foehr & Rideout, 2012). The social media has become a virtual meeting place where secondary school students hang out with their peers to pass time.

Research has proved the heavy presence of social media usage among students. It is also found out that, students use social networking sites (SNSs) approximately thirty (30) minutes throughout the day as part of their daily routine life (Nicole, Charles & Cliff, 2013). Studies of students' extracurricular activities instead, suggest that new media, such as Facebook, replace or enhance other leisure activities, but do not take away time from students (Roberts & Foehr, 2013). This shows the level at which students are engaging in these sites and this may bring along both positive and negative effects on students' performance. Therefore, this too much engagement by students on social media motivated the researchers to conduct a research on the topic Influence of Social Media on the Academic Performance of Senior Secondary School students in mathematics in Gombe metropolis.

Statement of the Problem

Today, internet is the most important source of information and so the use of social media by students cannot be underestimated. Osharie (2015), observed that students devote more attention and time to social media than they do for their studies and they cannot pass their examinations well if they do not learn. Also, the study conducted by Maya (2015), revealed that media use contributes to lower academic performance, low self-perceptions and less interest in college-oriented carriers. Academic excellence plays an important role in an individual's life; be it in the family, at social gatherings, at workplace, in an institution or even among peers. Much emphasis is placed on academic excellence because of the role it plays in an individual's life as far as a successful life and respect is concerned in every part of the world. Due to this, many people are concerned with the ways that they can improve their academic performance (Kyoshaba, 2010). Studies have also revealed that social media affects students' use of English. They tend to use short-handwriting in chatting and get used to it thereby replicating the same errors during examinations (Obi, Bulus, Adamu & Sala'at, 2012). Today, students at all levels have been engaged in the use of social media on the school subjects such as English Language/Literature, Biology, Chemistry, Agricultural science and Mathematics.

Mathematics plays important roles in our daily life as its knowledge is applied in every facet of our daily activities such as tailoring, commerce, farming and many other diverse fields. Mathematics can be referred to as an essential tool for thoughts, logical reasoning and for overall development. Mathematics remains important to all disciplines and fields of human work and study as it has continued to play significant role in the development of individuals and the nations. Hence, for any nation to survive and develop scientifically and technologically, there is need to improve of her teaching and learning of mathematics which is the basis for the development. This research therefore seeks to determine the influence of social media on the academic performance of senior secondary school students in mathematics in Gombe metropolis.

Purpose of the Study

The purpose of this study is to determine the influence of social media on the academic performance of senior secondary school students in mathematics in Gombe metropolis, specifically, the following are the objectives of this study:

- i. To determine the level of usage different social media packages by the senior secondary school students in mathematics in Gombe metropolis.
- ii. To determine the relationship between the usage of social media packages and the academic of senior secondary school students in mathematics in Gombe metropolis?
- iii. To find out the extent of usage of social media by the male differ from that of female students in senior secondary school mathematics in Gombe metropolis?

Research Questions

The following research questions were used to guide the study: -

- i. What is the level of usage of different social media packages by the senior secondary school students in mathematics in Gombe metropolis?
- ii. What is the relationship between of usage of different social media packages and the performance of senior secondary school students in mathematics in Gombe metropolis?
- iii. To what extent does the use of social media packages by male differ from that of female students in mathematics in Gombe metropolis?

Significance of the Study

The following are the significance of the study:

- i. The outcome of this study will educate the educational administrators on the relationship between social media and the academic performance of senior secondary school student in mathematics.
- ii. The study will help parents in identifying the influence of social media on the academic performance of their senior secondary school students in mathematics.
- iii. It will be useful and of importance to state government to make policy on the use of social media for the secondary students.
- iv. It would benefit the school authority to know whether the graduate of institution can compete favorably with their contemporary's country.
- v. This research would contribute to the body of educational research in that it explores mathematics students' academic performance with multiple indicators of learning, which is satisfaction, learning style, and performance.

Theoretical framework

The study is based on the system theory, a general system concepts, a functional analysis of all sub-units interacting and interesting to function as a whole system. Synergy is one of the system concepts; it is collective efforts that is more than a single effort and connotes a derive demand function where it's sub-units of the system is dependent on one another to function.

A system is only ordered interrelated set of throngs and their attributes, liked by flow of everything and matter, as a distinct from the surrounding environment outside the system. The elements within a system may be arranged in series or interwoven with one another. A system comprised of any number of sub systems (Junco, 2012). Within Earth's systems, both matter and energy are stored and retrieved, and energy is transformed from one type to another specifically, the systematic approach to school as formal organization sees the organization as a purposeful system composed of interactive parts, rather than dealing separately. Therefore, the system theory is the best to describe the school as formal organization via the students learning directly through the teacher instructions of lessons and indirectly through the influence of social media on the academic performance of secondary school students in mathematics and all other school subjects.

Research Methodology

This section describes the methodology and procedure used for the study and include research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of the instrument, data collection procedure and method of data analysis.

Research Design

The study adopted a survey research design. The method involved sampling from the population of the study and generalizing the findings obtained. The reason for choice of survey research is in line with the submission made by Awotunde and Ugodulunwa (2011), who says "survey method is appropriate for any study on investigation of the problem that involves a large population of respondents". The researchers designed the questionnaire which contained thirty (30) itemized questions, responses option; designed to determine positive or negative feelings towards the various issues in the questionnaire.

Population of the Study

The population of this study consisted of all the students in Gombe state senior secondary schools. However, the target population consisted of seven (7) co-educational schools in Gombe metropolis with the number of students nine thousand and forty-seven (9,047). The tabular break down of all the co-educational secondary schools purposively and randomly selected and used for the study as shown in the table I below:

Table 3.1: Enrolment of Senior Secondary School Students in Gombe metropolis

NAME OF SCHOOL	MALE AGE	FEMALE AGE	TOTAL ENROLMENT
Government Day Secondary School Bolari East	581	508	1089
Government Science Secondary School Gombe	328	221	549
Government Day Secondary School Gandu	724	765	1489
Government Day Secondary School Pantami	1957	506	2463
Government Day Secondary School Gabukka	1331	1327	2658
Government Science and Technical College Gombe	188	210	398
Government Comprehensive Day Secondary School	180	221	401
TOTAL	5289	3758	9047

SOURCE: Gombe State Ministry of Education, (2020).

The choice of this population is necessary because of the ability to provide desirable outcome in the study.

Sample and Sampling Techniques

Due to the nature of the population, the researchers considered each school as different strata and then randomly selected the proportionate sample from each school. To select from the population, purposive and simple random sampling was used in this research. The sample comprises of seven (7) schools with Nine thousand and forty-seven (9,047), both male and female students. Therefore, according to Krejcie and Morgan (2010), revealed that, if the total population is ten thousand (10,000) it implies that the required sample size is three hundred and seventy (370). This is to say that, the researcher made use of three hundred and seventy (370) respondents from the target population and consisted of some selected senior secondary schools of Gombe metropolis as shown in the table II below:

Table II: Analysis of Sampled Size School by School.

S/N	NAME OF SCHOOL	TOTAL ENROLMENT	SAMPLE SIZE
1.	Government Day Secondary School Bolari East	1089	46
2.	Government Science Secondary School Gombe	549	22
3.	Government Day Secondary School Gandu1	489	60
5.	Government Day Secondary School Pantami	2463	96
6.	Government Day Secondary School Gabukka	2658	105
7.	Government Science and Technical College Gombe	398	18
8.	Government Comprehensive Day Secondary School	401	23
TOTAL		9545	370

Instrumentation

In order to obtaining the required information for this study, questionnaire was used and contains thirty (30) items of ten (10) per research questions. The instrument was used to gather data from many subjects within a short period of time (Arnold, N, 2010). The questionnaires

were structured into section "A" which contained a Bio-Data of the respondents, and Section "B" which consisted items intended to elicit responses from the respondents. The researchers developed items to which responses were expected in various degree of "close ended questionnaire" which encouraged the entire participant responded either negatively or positively to all the items of the instrument.

Validity and Reliability of the Instrument

After the construction of the questionnaire by the researchers, copies were given to experts in measurement and evaluation to assess and adjust, using the corrections made by them, the questionnaire was reconstructed before using it for the study. The researchers administrated the instrument to four hundred students in Gombe with same characteristics as the intending respondents. The results obtained were analyzed using Cronbach's alpha and it yielded coefficient of 0.72. This provides strong basis for the reliability of the instrument for the study.

Method for Data Collection

In the course of collecting data, three hundred and seventy (370) copies of questionnaire were distributed to both male and female students and they were asked to tick the appropriate responses to the given questions. Thereafter, the questionnaire copies were retrieved by the researchers for the appropriate analysis.

Procedure for Data Analysis

The study employed the use of a statistical package for social science (SPSS) to run the analysis. The data collected were analyzed using means and percentages to answer the research questions of the study.

Results

A total of three hundred and seventy (370) copies of questionnaire were administered to the respondents, but only three hundred and sixty-five (365) questionnaires were returned and three hundred and four (304) questionnaire were properly completed and used for the analysis. The data was analyzed using Statistical Package for Social Science (SPSS). Each research question was treated one after the other.

Research Question One

What is the level of usage of different social media packages by the senior secondary school mathematics students in Gombe metropolis?

Table III Mean and Percentage of the respondents with answers Yes of No

Question Number	Percentage Yes	Mean	Percentage No	Mean
1	67		36	
2, 3, 5, & 6	91	1.87	9	1.69
4 & 7	95		5	
8, 9, & 10	91		3	

From the table III above, the percentage of those in paramount of usage of usage of different social media packages by the senior secondary school mathematics are higher with percentage of 90% and means of 1.87, while those not in favors of the usage in low with percentage 10%

and mean of 1.69 therefore, the level of usage of social media packages by senior secondary school students in mathematics is high.

Research Question Two.

What is the relationship between the usage of different social media packages and the academic performance of senior secondary school students in mathematics in Gombe metropolis?

Table IV: mean and percentage of respondents who answered YES or NO to the questions.

Question No	Percentage Yes	Mean	Percentage NO	Mean
11	55		45	
12, 13, 14 & 17	80	1.75	20	1.65
9 & 16	85		15	
15, 19, & 20	95		5	

From the above table IV, those in support of high relationship between the usage of social media packages and the academic performance of secondary school students in mathematics are more with percentage of 85% and mean 1.75, while those not in favor are less with percentage of 15% and mean of 65%. Therefore, there is a significant relationship between the social media packages and the academic performance of secondary school students in mathematics in Gombe metropolis.

Research Question Three:

To what extent does the use of social media packages by male differ from that of female senior secondary school students in Gombe metropolis?

Table V: mean and percentages of male and female senior secondary school YES or No to the question.

Question Number	Male Percentage		Mean	Female Percentage		Mean
	Yes	No		Yes	No	
21 & 25	40	60		75	25	
22, 24, 25, & 27	35	65	1.35	80	20	1.85
23, & 28	10	90		55	45	
24 & 30	25	75		50	50	

It could be observed from the above table V that, the percentage of usage of social packages of male students is low with 20% and 80% positive and negative response respectively: while the percentage usage of social media packages by female is high with 85% and 15% positive and negative responses respectively, hence, it can be put that, the level of usage of social media packages by female is higher than that of their counterpart male senior secondary students in mathematics in Gombe metropolis. Difference in the usage of social media packages, between

male and female secondary school students in Mathematics in Gombe metropolis differs very high..

Discussion

This study examined the “Influence of Social Media on the Academic Performance of Senior Secondary School Students in Mathematics in Gombe Metropolis. Three research questions were used to guide the study; questionnaire was used to elicit relevant data from three hundred and four (304) respondents of senior secondary school mathematics students in Gombe metropolis. The finding from the study reveals that:

The level of usage of social media packages by senior secondary school students in mathematics is high. In a similar study, Ijeoma and Burke (2013), opined that many students use social media packages like, Facebook, My space, Twitter, WhatsApp and 2go to supplement what they have learnt from the class. On the other hand, Kuh, (2013), in his study revealed that, the students who do not use social media packages perform better than those who use them constantly.

It was also shown from the study that, the relationship between the usage of social media packages and the performance of senior secondary school students is high. The use of social media packages is of great assistance to the academic performance of senior secondary school students in mathematics. The finding is similar to that of Beeker (2011), opined that, social media packages use by the students have served as motivational factor for good academic activities. Students are encouraged to work very hard within short time. On the contrary, Abdullahi, (2019), put it that, lack of constant electricity supply, rural area palavers and over population of students have contributed highly to the problem of using social media packages in schools by students.

Lastly, it was discovered that, there is significant different in the usage of social media packages between the male and female secondary school students in mathematics in Gombe metropolis. This is in line with the finding of Osharie (2015), who showed that, the female students spend more time in using social media packages than their male students’ counter part due to their nature of living. On the other hand, Abdullahi, (2019), in this study reveal that, the use of social median packages differs by gender and depend on time factors, location and the availability of data.

Conclusion

From the study, it can be concluded that, the level of usage of social media packages by the male and female secondary school students in learning mathematics is very high; there is significant relationship between the usage of social median packages and the performance of senior secondary schools in mathematics; and there is significant difference on the usage of social media packages between the senior secondary school male and female students in mathematics in Gombe metropolis.

Recommendations

The following recommendations were made based on the finding of the study: -

- i. Students should make sure that they use social networking sites judiciously to ensure that they do not affect their academic work negatively.

- ii. Seminars and workshops should be organized for students on the used and impact of social media on their academic performance in their studies.
- iii. Guidance and counselling should be given to the students the appropriate ways of using social media in their studies and generally.
- iv. More researches should be conducted in this field to find out if social media facilities can be used to teach mathematics.
- v. Teachers and parents should guide students in the use of social media so that it will boost their academic performance.

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COVID-19 PANDEMIC: IMPLICATIONS FOR SUSTAINABLE NATIONAL DEVELOPMENT GOALS

By

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Abstract

The impact of the pandemic on society is unclear, long-lasting, and difficult to measure. Problems created by the pandemic emphasize the indivisible character of the 2030 Agenda for Sustainable National Development. It is widely accepted that the 2030 Agenda for Sustainable National Development is indivisible and that the implementation of one Goal has positive or negative effects on the others. "Indeed, beyond the health hazards and human consequences of the pandemic, the socio-economic uncertainties and disruptions come at a substantial cost to the Nigerian economy which is largely dependent on oil and gas revenues. This paper explores the critical aspects regarding the covid-19 pandemic implications on the achievement of the sustainable national development goals (SNDGs). It exposes COVID-19 and the Sustainable National Development Goals (SNDGs) in Nigeria. It reveals implications OF COVID-19 Pandemic on the Nigerian Economy and the emanating effect of COVID-19 on Sustainable National Development Goals (SNDGs) in Nigeria. The paper therefore recommends that, diversification priorities to alternative sectors such as agriculture, solid minerals, manufacturing and services sectors, should be further intensified.

Introduction

The emergence of the coronavirus pandemic with its searing impact on the global economy seems to have drastically slackened economic activities in Nigeria. COVID-19, which was first discovered in December 2019 in Wuhan city (China), is recently a global challenge to health. It has reshaped our focus and altered the existing status quo in the world economy, showing us a new world with the unprecedented macroeconomic challenges. Given that the COVID-19 has rapidly encircled the globe and consequently affected almost all economies, it has been regarded as a pandemic which has engendered a shift of focus by the World Health Organization (World Health Organization, 2020). Also, according to Gorbalenya et al. (2020), International Committee on Taxonomy of Viruses (ICTV) named it a severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

The policy measures and interventions adopted by Federal government of Nigeria could result in unavoidable economic downturn. While the measures of lockdown and social distance introduced in Nigeria to curb the spread of the COVID-19 virus seemed to be necessary, the short-run downside effect is inevitable (McKibbin & Fernando, 2020). The COVID-19 virus has not only threatened the Sustainable Development Goals (SNDGs) but has also worsen the agreed SNDGs (World Bank, 2020). It is a great concern that the current health issue has invariably imposed psychological, social and economic spectrum worldwide. Nigeria as a country has been confronted with enormous social and political challenges (including political instability and conflicts, corruption, bad leadership and food shortages). This development has

made us mostly vulnerable to the effects of the COVID-19 pandemic. In addition, based on the Africa Center for Strategic Studies (2020) report, due to poor health systems; prevailing armed conflicts (such as mass killings); large displacement of the population in refugee camps; and governance deficiencies, Nigeria, South Sudan, Sudan and the Democratic Republic of the Congo are highly exposed to vulnerability.

According to the New Humanitarian (2020) report, the pandemic has added to the risks associated with the delivery of humanitarian assistance in this conflict ridden and fragile economies. Given the pervasive fragile health system and poor economy, Nigeria has been greatly hit by the global pandemic (World Bank, 2020). The suspension of economic activities (lockdowns) brought about by the pandemic in both developed and developing countries has led to dysfunctional economic outcomes. Although the prevailing global economic performance has been predicted to cause a large contraction.

Methodology

This paper adopted the secondary research method as it collected data from existing sources to provide explanations of the research interest. The secondary research is the kind of research that collects data from already available sources. It collects data that was not specifically collected for the purpose of that research but available in other works, database or archives that are accessible. These forms of data are the kind of data usually available for general use by institutions or individuals.

The Sustainable National Development Goals in Nigeria

Following the adoption of the 2030 Agenda, Nigeria began to implement the SNDGs almost immediately. First, it established institutional frameworks at the national and sub-national levels to support effective implementation. With this early head start, several strategic initiatives were implemented between 2016 and now, while others are still ongoing (The Sustainable Development Goals Center for Africa, 2020). Nevertheless, just as Nigeria commenced the ‘Decade of Action’ for the SNDGs in January 2020, the outbreak of COVID-19 took place, thus challenging the prospects of achieving the SNDGs in Nigeria. This Report examines the impact of COVID-19 on specific SNDGs. It would be recalled that Nigeria recorded its first index case on 27 February 2020. Despite measures taken by the federal and state governments to curtail the spread of the pandemic across the country, its adverse impact on socio-economic development and other consequences will last beyond 2020 (SDGCA, 2020).

Expectedly, the most significant impacts of COVID-19 have been on the Nigerian economy and the health system. Pre-COVID-19, in 2019, the health sector received only 25 per cent of its funding requirements, putting a strain on the coping capacity of the ‘country’s health systems (WHO, 2020). Funding is now shifting towards COVID-19, leaving other healthcare needs to suffer a further reduction in funding allocation. Federal and state governments, as well as development partners and organized private sector, have stepped up efforts to increase the financing of the health sector. The inauguration of the Presidential Task Force on COVID-19 and the establishment of the fiscal stimulus package are steps in the right direction. The Federal government has secured life insurance for all frontline health workers participating in the ongoing fight against the spread of COVID-19 in Nigeria and cash transfers

have been extended to over 10-million Nigerians, using the existing database within the National Social Investment Office (NSIO) (OECD, 2020).

Meanwhile, the socio-economic uncertainties and disruptions come at a substantial cost to an economy that is mainly dependent on oil and gas revenues, which have plummeted. Some of the most effective ‘social vaccines’ against COVID-19 are restrictive suppression response interventions, such as lockdowns, which however disproportionately impact on the poor and their livelihoods. The provision of timely and adequate palliatives to the poor and vulnerable members of the society will ease tension and prevent social unrest while the country is locked down to overcome the virus (Singh, 2020).

COVID-19 and the Sustainable National Development Goals (SNDGs)

Global phenomena that represent a core focus of the SNDGs have been significantly altered, drawing our attention to new realities and ways of life we did not imagine before. Mobility and migration are heavily affected through lockdown measures with significant human and economic costs in Nigeria. In Nigeria as a country, according to Kiangoi, (2020), the pandemic has triggered an economic crisis of large proportions with augmented impact, putting a large number of people in poverty, for the first time in three decades, poverty is increasing. The economic consequences are significant and widespread, affecting all areas of Nigerian economy, including capital flows, business operations, employment and jobs. Education is forcefully digitalized, impacting over 1.2 billion learners in over 170 countries (72% of all learners) during the initial lockdown (Soto, Moszoro & Pico, 2020).

Moreover, the decreasing trend in democratic government conduct is accentuated as states of emergency were imposed during the first wave and are recently reinstated as the second wave of the pandemic is emerging. Many of the above global trends pre-date COVID-19, being accentuated as the pandemic progresses, including digitalization, authoritarian and extreme right tendencies, and growing global inequality (Singh, 2020). We were already behind on reaching the Sustainable National Development Goals (SNDGs) before the COVID-19 pandemic started. In essence, the pandemic is bringing tension at a global level by giving on the one hand reasons for closing borders, restricting the movement of people and goods, and authoritarian actions, while on the other hand requiring global collaboration for tackling the pandemic, which is inherently global (Kiangoi, 2020).

In terms of positive consequences, the multilateral system is enhanced by the pressures for collaboration brought by the pandemic. Additionally, advancements in digitalization and consolidation of health, educational and social services will bring long-term benefits. From an environmental perspective, limited mobility brings improvements in air quality and decreases CO2 emissions, having positive consequences, at least in the short term. Although somewhat contradictory, the SNDGs in the COVID-19 context guide and encourage mitigating the negative impact of the pandemic and provide a framework where much-needed leadership and responsibility can unfold (Filho et al., 2020).

The timeframe for SNDGs implementation entered the “Decade of Action” until 2030, but the SNDGs are far from being on track. In light of the pandemic, the “Decade of action” should be re-launched as a ‘Decade of Recovery and Action’ using the SNDGs as a global framework. Due to the unexpected crisis, the shift of Member States’ priorities, which are also the main entities responsible for the implementation of the 2030 Agenda, is diminishing the efforts to reach the SNDGs (SDGCA, 2020). However, to avoid risking the progress achieved

to date, the crisis can be used as an opportunity to strengthen commitment to the 2030 Agenda. By placing sustainable development at the core of recovery plans, a better response to future crises is enabled, implying stronger health systems, fewer people living in extreme poverty, less gender inequality, a healthier natural environment, and more resilient societies (Sachs et al., 2020). Balanced ecosystems are important for disease control, which highlights the significance of understanding the interdependencies between people and ecosystems.

Implications of COVID-19 Pandemic on the Nigerian Economy

For most developing economies, the odds of sliding into a downturn are gradually expected as the global coronavirus outbreak puts severe pressure on the economy. For Nigeria, the country is still sluggishly grappling with recovery from the 2016 economic recession which was a fall out of global oil price crash and insufficient foreign exchange earnings to meet imports (Evans & Over, 2020). In the spirit of economic recovery and growth sustainability, 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 N8.24 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 National Bureau of statistics, 2019).

According to Fagbemi & Asonju (2020), 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. However, certain considerations that are expected in the review must not be left out. The assumptions and benchmarks must be based on realizable thresholds and estimates to ensure optimum budget performance, especially on the non-oil revenue components.

Furthermore, cutting expenditures must be done such that the already excluded group and vulnerable are not left to bear the brunt of the economic contraction. The economic and growth recovery program which has the aim of increasing social inclusion by creating jobs and providing support for the poorest and most vulnerable members of society through investments in social programs and providing social amenities will no doubt suffers some setbacks (Ajia, 2020). Besides, the downward review of the budget and contractions in public spending could be devastating on poverty and unemployment. The last unemployment report released by the National Bureau of Statistics (NBS) ranks Nigeria 21st among 181 countries with an unemployment rate of about 23.1%. The country has also been rated as the poverty capital of the world with an estimated 87 million people living on less than \$2 a day threshold (NBS, 2019).

The decision to cut the retail price of gasoline under a price modulation arrangement is a welcome development. The cut is expected to curb rising inflation, especially food price inflation which will mainly benefit the poor. However, rather than the price capping regime introduced, by which it is expected of the Petroleum Products Price Regulation Agency

(PPPPRA) to constantly issues monthly guide on appropriate pricing regime. It is expected that the government will use this opportunity to completely deregulate the petroleum industry in line with existing suggestions and reports. In the event that the global economy becomes healthier and crude oil prices increases, the government might return to the under-recovery of the oil price shortfall by the Nigerian National Petroleum Corporation (NNPC). A policy that annually costs the government huge revenue and recurring losses to the NNPC (Buheji et al., 2020).

Basically, the Nigerian government essentially must lead economic diversification drive. It is one practicable way to saddle through the current economic uncertainties and instabilities. What the implications of COVID-19 pandemic should further offer the Nigerian economic managers and policymakers, is that the one-tracked, monolithic reliance on oil is failing (Fagbemi & Adeoye, 2020). Diversification priorities to alternative sectors such as agriculture, solid minerals, manufacturing and services sectors, should be further intensified (AUC, 2020).

The Emanating Effect of COVID-19 on Sustainable National Development GOALS (SDGs) in Nigeria

There are two key scenarios linked to COVID-19. The two scenarios are; economic output if the spread of the virus continues and economic output when the virus can be curtailed. If the pandemic keeps spreading with persistent economic disruptions, Nigerian economy would likely witness a critical recession (World Bank, 2020). The gradual rise and spread of the disease in Nigeria has further dampened the growth and developmental outlook of the country. Reflecting on the earliest impacts (such as slackened economic activities) of the virus, Proshare (2020) reported that in Q1 2020 a drop of -0.23% points was recorded for growth rate compared to Q1 2019, and -0.68% points compared to Q4 2019, due to the disruptions in economic activities. Also, as the health crisis demands huge financing to cushion the adverse health, economic and social consequences, SNDGs financing gap has widened (OECD, 2020). Given the limited resources and fiscal space, the pandemic has pushed Nigeria into severe financial difficulties. The contraction of international trade, travel and domestic consumption, resulting from intervention measures adopted. These measures, which include lockdowns and suspension of economic activities, have suppressed tax revenues from consumption taxes on which most low-and middle-income countries rely including Nigeria (Kapoor & Buitier, 2020; IMF, 2020). The decline in public revenues has caused unemployment, theft and others socio-economic issues to escalate. For now, the fragile progress on SNDGs seems to have been disrupted by prevailing economic realities. Overall, the current fiscal condition may discourage private investors who need to key into a viable fiscal level for better business performance and effective partnerships with the state.

The present crisis and inadequate financing for sustainable development are aggravating the low human capital development level. As the World Bank (2018) reported that Nigeria is one of the lowest ranked countries in the human development index, out of 157 countries ranked, following results achieved on health and education, Nigeria placed 152 in the ranking. Both the general health crisis and the socioeconomic shock have room for severe developmental challenges.

The closure of schools has denied many the opportunity to learn, especially the poor. The gap between the rich and poor keeps widening. In the face of deteriorating socio-economic conditions, current economic realities have given rise to social unrest (UNDP, 2020). To put this into context, Nigeria stands out as likely to add 8 million to the poverty rolls in 2020, while India may be 10 million (Kharas & Hamel, 2020). According to Mahler et al. (2020), even employing the less-demanding World Bank threshold of counting countries that are off-track to attain the SNDG goal of eradicating poverty, the COVID-19 impact could escalate poverty in Nigeria. Thus, Nigeria would be among countries that might have the largest rise in poverty rates at least 3% points in 2020. In view of several SNDGs issues (including high poverty rate; poor health and well-being; weak quality education; inequality; and poor economic growth), how to curtail the devastating effects of the COVID-19 pandemic remains critical to Nigeria's sustainable development 2030 agenda.

Conclusion

The preoccupation with the COVID-19 spread could cause many other critical issues such as infrastructural deficiencies, prevailing armed conflicts (like present terrorist attacks (Boko Haram) on communities, and other social unrest), poor education quality, inequalities, fragile fiscal space, and weak institutions, to suffer a terrible state of neglect or likely be overlooked. Like other developing countries, Nigeria could become poorer, given the increased unemployment rates and the anticipated difficulties in servicing debt. Hence, the festering challenges including poverty, inadequate food supplies, limited access to health care, poor road networks among others, would be further entrenched. These could be harmful to sustainable development goals (SNDGs) 2030 agenda.

The current crisis therefore poses threat to Nigeria's development prospects, as it may take more time to recover, especially in the post-COVID-19 era. Thus, it is critical to know the importance of securing strong institutional regulatory setup and resources (including financial and material resources) needed to facilitate sustainable change in the economy. For instance, any strategy should be conflict sensitive approach in such a way that it will incorporate the identification of risk and opportunities as central to ensuring that the existing fragility is not worsened by government strategies.

Recommendations

The following recommendations are made:

- i. There is a need for the government to work fast in scaling-up efforts to expand the fiscal space for SNDGs' implementation and also work closely with state and non-state actors to cascade and strengthen advocacy for the SNDGs across the 774 Local Government Areas (LGAs) in Nigeria.
- ii. There is need to judiciously use the re-aligned National Statistical System (NSS) to effectively track and monitor the implementation of the SNDGs on an annual basis. This will inform targeted SNDGs' interventions across the country.
- iii. There is need to consciously use the Nigeria SNDG simulation model to develop the next National Development Plan (2021-2025) and support the domestication of the Planning Model across the 36 states.
- iv. Diversification priorities to alternative sectors such as agriculture, solid minerals, manufacturing and services sectors, should be further intensified.

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EFFECTS OF COVID –19 ON FRENCH LANGUAGE EDUCATION IN NIGERIA

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Abstract

This Paper explored the effect of COVID- 19 in the educational system in Nigeria, especially as it affects the teaching and learning of French Language. It is no longer news that there is a global pandemic ravaging the world today. COVID-19 is real and thousands of people have died as a result of this disease in Nigeria. In Europe and America, millions of people have lost their lives as well, due to COVID-19. The World Health Organization (WHO) declared it as a pandemic after it has spread across many countries of the world. The outbreak of Corona Virus caused almost all the Countries of the world to shut down the educational system at all levels i.e from the nursery, primary to the university. School calendar was disrupted. Reduction in the economic development of the country has also affected the financing of education. There is no doubt that the interference of the pandemic has caused some challenges to the teaching/learning of French language in Nigeria. This study therefore, recommends among others that the Government at all level should give French language education a priority by giving financial aid to encourage the teaching/learning of French in Nigeria. Provision should be made for digital language laboratories as against the obsolete language laboratories still in most schools. Training and retraining of French teachers as well as scholarships or subsidy should be provided for student's studying French.

Keywords: French language, Education, Effect, COVID- 19.

Introduction

The history of the world today cannot be complete without the mention of Covid-19 which has ravage the whole world and has become a dreaded monster to every living being due to its nature that can result to death. Corona virus is a menace that has bedeviled and ravaged the world in many ways. It has retarded economy, destroyed businesses, disorganized and distorted the educational systems, international, national and local examinations postponed or shifted, it has also ravaged the health system and disrupted socio-political interactions. This global pandemic today has affected so many things of which education,(teaching and learning) is inclusive. That is why this study is being undertaken to examine the effects of Covid-19 especially as it affects French Language teaching and learning.

The teaching and learning of French in Nigeria is not new. It is a language that has all the necessary ingredients which can bring development to any Nation, within the Country as well as the Sub-region. The full implementation of this language will also mean getting a deep understanding of the contemporary issues of the international community and also breaking the existing Anglophone linguistic barrier between the Francophone and Anglophone world.

The world has become a global village and the role of language is becoming more and more important especially a foreign such as French. Therefore, to be able to flow or move with the current social, economic, political and technological world challenges, one has to be abreast or be current with important world languages such as French. This has necessitated each country to look inward to see how it can fit in International matters.

Nigeria is a multilingual Country that accommodates both indigenous and foreign language learning both at the basic level and the tertiary level of education. This no doubt will make Nigeria stand the chance of reaping the benefits that are bound from the usage of these languages especially French Language. According to Obieze and Onyekpere (2012):

“French and English languages have been adopted as the official languages of deliberations for most international organizations in which Nigeria is a member, notably the ECOWAS. Foreign language thus ensures full participation in International and National matters whereby language barrier would have deterred this participation ushers in both unilateral and bilateral ideas that help in socio- political growth of the nation”.

This again buttresses the fact that French language is key to the socio- economic, political, technological and educational advancement and development of any nation. This is why this research is aimed at examining the effect of COVID-19 in the teaching and learning of French Language.

The Concept and History of COVID-19

The word COVID-19 is a code name for the deadly and contagious disease otherwise known and called Corona Virus. Therefore, the first two letters “CO” is an abbreviation FOR CORONA, and then the “VI” is an abbreviation for VIRUS while the “D” Stands for DISEASE the five letters put together stand for CORONA. The 19 which is figure is the short form of the year 2019, which is the year the disease broke out. All of these put together is COVID-19. For the purpose of the research work the disease will be referred to as COVID-19 which is the code name.

COVID-19 is a new disease caused by the SARS –COV-2 Virus, it is an infectious disease that is very deadly. In December 2019, WHO was informed of cases of pneumonia of unknown cause in Wuhan City, China. A novel Corona virus was identified as the cause by Chinese authorities. It is a large family of Viruses that cause illness ranging from the common cold to more severe diseases. It is a new strain that has not been previously identified in humans. The new virus was subsequently named the COVID-19 Virus. www.euro.who.int.

The Virus spreads mostly through person to person. when an infected person coughs or breaths out, tiny droplets that contains the virus is transmitted. These droplets can enter the mouth or nose of someone without the virus, causing the spread of the infection to occur (Parry 2020). Droplets containing the virus can also land on nearby surfaces or objects and when other people touch such surfaces or pick up the objects and then touches their nose, mouth or eye, the virus spreads (Landry 2020). This Virus is ravaging the whole world as there is no nation that has not recorded cases. It was declared a global outbreak by the world health Organization (WHO). The WHO Director- General declared the novel Corona virus outbreak a public health emergency of international concern. It was later characterized as a pandemic. The first cases of the global pandemic were reported in Wuhan, China and since then the disease has since spread across the world leading to several deaths. Symptoms of the disease are different but often

include fever, cough, headache, tiredness, difficulty in breathing as well as loss of smell and taste. The disease transmits when people breathe in air contaminated by droplets and particles containing the virus. The disease can also be transmitted if sprayed, splash, on one with contaminated fluids in the eyes, nose or mouth. People remain contagious and can spread the Virus even if they do not develop symptoms.

Today, COVID-19 Vaccines have been produced, approved and distributed in various Countries which have resulted to mass vaccination campaigns across the world. The disease has resulted to so many effects of which this study is going to examine some as it affects teaching and learning of French. Although, measures such as lockdown, social or physical distancing, self isolation as well as observing of simple hygiene such as regular washing of hands, wearing of face mask, covering of the mouth with handkerchief when sneezing or coughing. All of these have become the new normal in the world today in order to curtail the spread of the disease in our society.

The History and Development of French in Nigeria.

The history of the teaching and learning of French in Nigeria has been so well documented. It is known fact that French is the second official language in the world after English. It is rivalry to English; it is an international language with so much influence. According to Ameh (2018):

“French language is the legacy left behind by France after Colonization... French language is the First language of the people of France, a part of Switzerland and of Belgium and other Canadian province. It was brought to Africa through Colonization. It is worthy of note that after the scramble for and partition of Africa and West Africa in particular, some regions were allocated to France on one hand and to Britain on the other hand. Countries like Niger, Chad, Cameroon, Republic of Benin, Togo, Senegal, Cote d’Ivoire, Gabon, Algeria and Mauritius fell into the hands of France and so gradually adopted the language of the Colonial Masters”. French, thus, became the official administrative and commercial language of these West African Sub-regions”.

It is evident that Nigeria by her geographical location is obviously surrounded by French speaking Countries. Nigeria is boarded in the West by “Republic of Benin, while to the East is Cameroon and to the North is Niger and Chad. This is to say that all Nigeria’s neighbours are French speaking Countries. There is no doubt that Nigeria is embedded in the Francophone world. Ade-Ojo (2005) opined that:

“French language is either the mother tongue, the official language or one of the official languages for its day to day communication and transaction. French is the second most important language in the world in terms of geographical spread acceptability and use in international organizations; only English is more important than French as a transnational, intercontinental and universally acceptable language”.

French language found its roots into Nigeria educational system in the Colonial era. As stated by Emordi (2012):

“The teaching of French was introduced for the first time in some secondary schools in Lagos namely Church Missionary Society Grammar School (CMS) in 1859 and Wesleyan High School in 1878 and Nigeria was the first Country

to teach French in the whole of the Anglophone Africa... French was first taught during evening classes at the University College, Ibadan in 1959”.

It is interesting to note that over the years, since French was first introduced in the educational system in Nigeria, it has experienced some development even though it has not been fully implemented in Nigeria educational System. The greatest of all was when in 1996, the former Head of State, Late General Sani Abacha declared French language as the second, official language in Nigeria. This development led to the upgrade of the status of French in the National policy on Education (NPE) which accorded French a robust and high status. The National Policy on Education (2004) states that:

“For smooth interaction with our neighbours, it is desirable for event Nigerian to speak French. Accordingly, French shall be compulsory in Primary and Junior Secondary Schools but non-vocational elective at the Senior Secondary School”.

The status accorded to French no doubt made French to be more popular in Nigeria. French is being taught in Nigeria today in the Primary School, Secondary School as well as tertiary Institutions. Ekhafulude (2011) also affirms that:

“French is also learnt as part of the General Studies Course by undergraduates of different disciplines in the Colleges of Education, Polytechnics and Universities french is equally taught in the Nigeria French language village Badagry, Lagos as well as some other centers across Nigeria where French is learnt. These include: Alliance Francaise, Centre for French Teaching & Documentation (CFTI) as well as other small private centres”.

Today, French language is still developing in Nigeria even though there are some hindrances militating against its teaching and learning. Nigeria and France have had a long time bilateral tie which has greatly enhance the economy of the Country. There are some presences of French in Nigeria. According to Ameh (2015):

“There is much French presence in Nigeria through the establishment of industries and other commercial enterprises that demand a working knowledge of French these include Oil Companies (Total, Elf etc). Commercial Companies (SCOA, CFAO, UBA etc) construction Companies (Bouygues, PAN, Fourgerolle etc) Transportation (Air Afrique, UTA etc) Education (Alliance Francaise, centre for French Teaching and Documentation CETI), Nigeria French language village NFLV etc).More bi-lateral relations will be established between the two Countries”.

From the above it is evident that there is progressive development of French in Nigeria.

The Effect of COVID -19 on French Language Education

The effect COVID- 19 has caused in the educational system is enormous and it will take some years to recover from it. The closure of Schools all over the world from March 2020 to October 2020 as a result of the total lockdown, while it lasted in Nigeria for about seven months. This did not only affect the educational system but almost everything in human life.

In the case of students studying French, the university undergraduate students at 300 level, had gone for the language immersion programme (LIP). This programme is compulsory for 300 level University Undergraduates and year 3 NCE Undergraduates. The year 2020 was like a set back to them. The University Undergraduates were undergoing the programme when

they were asked to go home due to the lockdown, while the NCE undergraduates were to go in September, but could not proceed for the programme due to COVID -19 pandemic.

In all, the disruption in the School calendar due to COVID-19 greatly affected the performance of the Students. They were now being rushed to finish up in order to catch up with a new session. French being a foreign language is greatly affected by this rush. Again, the students were unable to be taken for excursion in Benin Republic or other francophone countries due to closure of land borders. Usually this excursion gives the students an opportunity to interact with the francophone, thereby improving their spoken skills.

On the other hand some Students go for the LIP in neighbouring Francophone Countries such as Republic of Benin and Togo. Due to COVID -19 and the fear of the Virus as well as restriction and ban on travel by some Countries, Students who would have preferred to travel out for the LIP programme were unable to travel out. Again, the cost of foreign exchange and other items have so much increased all due to COVID-19. For Students studying French, this period has not been easy for them. There is also no doubt that COVID -19 has affected the teaching and learning of French in Nigeria. The Nigeria French language Village had to create an additional batch for the NCE undergraduates in April 2021 to be able to accommodate the students who could not go for the programme last year 2020 due to the lockdown.

The total lockdown resulting from the outbreak of the corona virus greatly affected the students especially the year one students of whom most of them are beginners of French language. They forgot almost all what they were taught before the lockdown. In the history of the teaching and learning of French in Nigeria students of French have never stayed away from the classroom for such a long period. On resumption after the lockdown students were battling to study the language. This greatly affected the students performance as the long stay away from school brought them a setback. French language education has never witnessed such disruption in a colossal manner.

Conclusion

In Conclusion this paper has been able to discuss to some extent the effect of COVID-19 on the teaching and learning of French in Nigeria. It has also examined the concept and history of COVID-19. It also went further to discuss the history of French as well as the development of French in Nigeria.

Education has a global impact on any nation technologically in terms of discovering and development therefore no nation should neglect education in anyway. The emergence of corona virus further exposed the underdevelopment of Nigeria's educational system as the arrival of the virus caught Nigeria and her leadership unprepared. Proper attention should be given to education in order to experience rapid development.

Recommendation

This study has made some recommendations which include the following:

- i. Government should allocate more funds to Education
- ii. Government should increase productivity of French teachers.
- iii. Government should encourage the teaching and learning of French in Nigeria
- iv. Government should implement the compulsory teaching of French as stated in the National Policy on Education.

- v. Government should provide a modern multi-media language laboratory for the teaching and learning of French in all tertiary institutions where French is taught.
- vi. Government through TETFUND should sponsor regular training and workshops for teachers of French language across Nigeria, and also sponsor or subsidize the language immersion programme for French students.
- vii. Government should ensure proper health care for the Citizenry to curtail COVID -19 pandemic.

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COVID-19 PANDEMIC: IMPLCATIONS FOR SUBSTAINABLE NATIONAL DEVELOPMENT AS IT CONCERNS PRIMARY EDUCATION

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Abstract

Globally, the Covid-19 pandemic poses a threat to the economy and educational sector of nations. Countries are taking various measures to control the spread of Covid-19. As at 9th September, 2021, Nigeria had 197,773 confirmed cases, of which 9,591 were active cases and 185,597 discharged cases. The country has recorded 2,585 fatalities. To contain the spread of the virus and promote social distancing in Nigeria, the Federal Ministry of Education directed the closure of all institutions, which lasted for over four months (23rd March 2020- 4th August, 2020). This paper aims to discuss the impact of Covid-19 pandemic on an already battered Primary Education sector in Nigeria. Reputable organizations such as World Health Organization (WHO), United Nations Educational, Scientific and Cultural Organization (UNESCO), Nigeria Centre for Disease Control and Prevention (NCDC) and researchers as well as information obtained from the media provided data for the study. The findings revealed that Nigeria education system has been affected by corona virus pandemic through disruptions in academic programme, impacts on online classes, impacts on parents, and leaving more kids behind and loss of access to vital school-learning. The study recommended amongst others that governments and education stakeholders should immediately implement learning recovery programme to ensure that pupils who have fallen behind receive the support that they need to catch up to the expected learning target and integrate all public and private schools into online education.

Introduction

There is currently a serious Covid-19 pandemic that threatens the lives of all the people of the world. On 31st December 2019, the World Health Organization (WHO) was informed of a cluster of cases of pneumonia of unknown cause detected in Wuhan City, Hubei Province, Peoples' Republic of China. This was subsequently confirmed as an outbreak of a new type of coronavirus, 2019 novel coronavirus (2019-ncov) by the National Health Commission, peoples' Republic of China and WHO (Puego, 2020). In response to the health emergency, on 30th January 2020, the Director-General of the World Health Organization (WHO) declared the outbreak of the coronavirus disease 2019 (covid-19) a Public Health Emergency of International Concern (PHEIC) (WHO, 2020). As of 9th September, 2021, the number of global covid-19 confirmed cases was 222,406,582 and death toll was 4,592,934 (WHO, 2021). A total

of 5,352,927,296 vaccine doses were administered (WHO, 2021). In Africa, however, 5,777,044 cases were confirmed (WHO, 2021).

In Nigeria, the Federal Ministry of Health announced the confirmation of the first case of coronavirus disease in Lagos, on 27th February, 2020. Since then, the number of cases has been rising steadily. As at 9th September, 2021; 2,884,034 samples had been tested in Nigeria; of which 197,773 were confirmed to be covid-19 positive. 185,579 victims were discharged and 2,585 fatalities recorded. (NCDC, 2021). Cases have been reported in all 36 states and the Federal Capital Territory (FCT) with Lagos and FCT reporting the highest number of cases.

This study has become necessary due to the fact that the coronavirus pandemic has disrupted the global educational system as most countries around the world had temporarily closed all educational institutions in an attempt to contain the spread of the pandemic (Adeoye, Adanikin & Adanikin 2020).

In Nigeria, for instance, on 19th March, 2020 a circular from the Federal Ministry of Education granted approval for the closure of all schools for a period of one month with effect from Monday 23rd March, 2020 to prevent the spread of Covid-19. Each state in Nigeria contextualized this circular. Later in April 2020, a prompt assessment of the Covid-19 situation by the Federal Government of Nigeria led to the indefinite closure of all schools and learning facilities in the country (NCDC, 2020). On the 27th July, 2020, the Chairman of the Presidential Task force on Covid-19 (PTF-COVID-19) announced a further extension of phase two of the lockdown by one week. It was also announced that secondary schools would reopen from the 4th of August, 2020. However, this only applied to students in exiting classes ahead of the West African Examinations starting on the 17th of the August, 2020 (NCDC, 2020).

According to the report by United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), the closure of the educational institutions impacted over 91 percent of the world's student population. The ripple effect of this pandemic was felt by both the educators and students in primary, secondary, colleges and universities as academic sessions were disrupted after the coronavirus was declared a public health emergency. That left many students, parents and educators in a rude shock (Adeoye, et al, 2020) as some of these institutions was at the point of preparing for examinations, admitting freshmen, or beginning of a new semester or term, amongst others.

Conceptual Clarification Coronavirus/Covid-19 Pandemic

According to the World Health Organization (WHO) coronaviruses are families that cause illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and 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 (WHO, 2020). Novel coronavirus, identified by Chinese authorities on 7th January 2020 and since named SARS-Co V2, 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 (WHO, 2020).

Countries around the world are struggling to halt the spread of the coronavirus pandemic. The Covid-19 was declared a global health emergency by the WHO on January 30th 2020; raising the alarm further on 25th March 2020 when it declared the crisis a pandemic.

Primary Education

Primary education is the education given to children aged 6-12years. The objectives of primary education according to National Policy on Education (FGN, 2013) are to:

- a. Inculcate permanent literacy, numeracy and the ability to communicate effectively,
- b. Lay a sound basis for scientific, critical and reflective thinking,
- c. Promote patriotism, fairness, understanding and national unity,
- d. Instill social, moral norms and values in the child,
- e. Develop in the child the ability to adapt to the changing environment; and
- f. Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

In pursuance of these objectives; Primary education shall be compulsory, free, universal and qualitative. Elementary education covers grade one through six. Pupils are awarded the Primary School Leaving Certificate on completion of grade 6, based on continuous assessment.

COVID-19 and Sustainable National Development

The pandemic has had adverse impact on almost all the Sustainable Development Goals (SDGs) as socio-economic problems have worsened in most developing countries because of measures introduced to curb the spread of the virus (UNDP, 2020). Given the limited resources and fiscal space, the pandemic has pushed Nigeria into severe financial difficulties. The contraction of international trade, travel and domestic consumption, resulting from intervention measures adopted. These measures which include lockdowns, and suspension of economic activities, have suppressed tax revenues from consumption taxes on which most low to middle-income countries rely including Nigeria (Kapoor & Buiter, 2020; IMF, 2020). The decline in public revenues has caused unemployment, theft and other socio-economic issues to escalate. Also, as the health crisis demand huge financing to cushion the adverse health, economic and social consequences, SDGs financing gap has widened. (Organization for Economic Cooperation and Development [OECD], 2020)

COVID-19 and Vaccination to Curb Fatalities

Vaccines save millions of lives each year. Vaccines work by training and preparing the body's natural defenses, the immune system, to recognize and fight off the virus and bacteria they target. After vaccination, if the body is later exposed to those disease causing germs, the body is immediately ready to destroy them preventing illness.

There are several safe and effective vaccines that prevent people from getting seriously ill or dying from Covid-19, in addition to the main preventive measures of staying at least one metre away from others, covering a cough or sneeze in your elbow, frequently cleaning your hands, wearing a mask and avoiding poorly ventilated rooms or opening a window

On 3rd June, 2021, WHO declared that the following vaccines against Covid-19 have met the necessary criteria for safety and efficacy; Astrazeneca/Oxford vaccine, Johnson and Johnson, Moderna, Pfizer/BionTech, Sinopharm and Sinovac (WHO, 2021).

According to WHO, these vaccines are safe for most people 18 years and older, including those with pre-existing conditions of any kind, including auto-immune disorders. Children and adolescents tend to have milder disease compared to adults, so unless they are part of a group at higher risk of severe Covid-19. It is less urgent to vaccinate them than older people, those with chronic health conditions and health workers. As at 6th September, 2021,

Nigeria had accessed 5.18m doses of the vaccine and at least 3,600,858 persons had received 1 dose of the vaccine and 1,576,011 were fully vaccinated (NCDC, 2021).

Impact of COVID-19 on Primary Education

In order to control the spread of the novel coronavirus, the Nigerian Government immediately closed schools and colleges across the country after recording cases of Covid-19. It was announced in the third week of March 2020 as a temporary measure to avoid crowding, especially in public places. In this study, we examine some of the immediate and long-term impacts and consequences on an already weak Nigerian primary education system.

1. Missed Learning for a Whole Term: Schools were closed for the whole of third term 2019/2020 academic session. Pupils stayed at home learning nothing. Though some private schools offered online lessons to their pupils the public schools did nothing to keep the pupils busy throughout that period of closure. In Nigeria, school opportunity is correlated to income level, and public schools differ from private schools in the population they serve. While private schools serve learners from higher socio-economic backgrounds who are willing and able to pay more to access the better resources offered by private schools, public schools, which are usually free, comprise pupils from lower socio-economic households and low income areas. In cases where distance/online opportunities are available, uptake will be low from the pupils in the public school's category, as a result of poor infrastructures such as lack of electricity, or poor/or no internet connectivity, etc (Obiakor Adeniran, 2020).

This situation will exacerbate the already low quality of education in Nigeria. An assessment of United Nations Sustainable Development Goals on quality of education is scary. According to Sachs, Schmidt-Traub, Kroll, Lafortune, Fuller and Woelm (2020), the quality of education system offered is poor (it ranks low in terms of quality measures) as only 20 percent of the pupils that complete primary school can read a three sentence passage correctly or fluently, while insufficient funds, inadequate infrastructure and lack of materials by teachers significantly contribute to this. As a result, in the index employed to measure education performance, Nigeria's score fall far below, (Ozili & Arun, 2020). They indicate that given the school closure policy, the Covid-19 outbreak could be detrimental to the quality of education.

2. Loss of Access to Vital School-Provided Services: Pupils in Nigeria are also losing access to the daily meals supplied by the federally-funded school feeding programmes. Nigeria has one of the largest school feeding programmes in the world, with the World Food Programme (WFP) estimating that in 2019, Nigeria's home grown schools feeding initiative provided access to daily meals to over 9 million in over 40,000 public schools (WFP, 2019). The benefits of school feeding programmes extend beyond the immediate education benefits of meals provided, such as encouraging enrollment in schools and boosting learning. School feeding programmes yield larger socio-economic benefits for children, their families and society at large (Obiakor & Adeniran, 2020), two of which are pertinent to children of low socio-economic groups; boosting health and nutrition and providing social protection and safety nets.

3. Leaving More Kids Behind: A longer-term impact of these school closures would be deepened educational inequality. While some international development partners e.g. UNESCO have put together and provided access to ICT-based resources to boost learning, uptake will depend largely on the level and language accessibility (as most programmes are available in English or other non-native Nigerian languages) (UNESCO, 2020).

According to the digital 2020 Global Overview Report published in January, 2020, about 60 percent of Nigerians are not connected to the internet. The statistics for mobile phones, which could also be used as a learning medium, are more hopeful. According to the report, around 169.2 million people - 83 percent of Nigerians have access to mobile phones connections; however, of these 50 percent - around 84.5 million people reside in urban areas (The Next Web, 2020). For the population with access, the proportion would be skewed towards high socio-economic households and urban households, an overwhelming majority of whom are private school pupils who already have a learning advantage over their public school peers. For children from poorer backgrounds who tend to have less access to internet connectivity, computers and other devices, and reside in rural areas where local languages take dominance over English, ICT-learning uptake will be limited. The inequality in access to ICT-based learning has the adverse effect of further intensifying the existing disparities in learning outcomes along socio-economic lines, and the urban-rural divide. Given the school closures, these pupils would continue to fall behind. For pupils with learning disabilities, and those living in fragile and conflict-affected regions, the outlook is even bleaker.

4. Impact of Covid-19 on Online Classes on Parents: Parents were compelled to buy laptops or smart phones to enable their wards maintain the attendance or not miss out too much. Children were forced to continue their education at home online and generally had no time to play at home.

Bjorklund and Salvanes (2011) opine that major inputs into a child's learning are provided by the families as these are treated as central to education. Parents faced issues in understanding the new methodology of teaching. Some parents were not very techno friendly, thus they were not able to guide their wards to take classes online. Connectivity of the internet was also a big challenge for all the teachers, pupils and parents. Many hitches have to be faced due to poor connectivity (TNW, 2020).

Conclusion

Covid-19 pandemic in Nigeria and its attendant national lockdown of educational institutions has a major interruption in pupils learning and disruption in the academic programme. It has impacted negatively on online classes parents/pupils and has left more pupils behind. However, Covid-19 school closure is the crisis that has enabled us to identify some crucial sector wide gaps. It is therefore, imperative that the government creates a holistic contingency plan that goes beyond addressing school – based safety measures but also identifies ways to ensure learning continuity and provide support for both pupils and teachers during time of crises.

Recommendations

Based on the finding of the study, the paper made the following recommendations to ameliorate the harsh economic effect of Covid-19 pandemic on primary education.

- 1. Implement learning recovery programmes:** Governments and education stakeholders must ensure that pupils who have fallen behind receive the support that they need to catch up to expected learning targets immediately. The first step must be to carry out just-in-time assessments to identify those pupils or students and their support needs.

2. **Protect the education budget:** Given the significant financial strain that economics have been under during the pandemic, some countries may face budget cuts that could jeopardize access to education and improved learning outcomes. To ensure a resilient recovery, it is essential that the education budget be protected and that the schools that need financing the most are supported.
3. **Prepare for future shocks by building better facilities:** It is imperative that we not only recover from the pandemic but that we use this experience to become better prepared for future crisis. To achieve this aim, Nigeria needs to build capacity to provide blended models of education in the future. Schools should be better prepared to switch easily between face-to face and remote learning as needed. This is a huge task but is achievable if the political will is there. This will protect the education of pupil not only during future pandemics, but also during other shocks that might cause school closures such as natural disasters or adverse weather events.
4. Curriculum planners should develop flexible curricula that can be taught in person or online.
5. Teachers should be better equipped to manage wide range of information technology devices in the event of future school closures. Offering short training courses to improve their digital skills will help.
6. With Covid-19 experience, there is every need for all tiers of government in Nigeria to improve on health and sanitation. Modern health facilities should be procured to mitigate the effect of other contagious diseases in future.

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ANALYSIS OF THE ENVIRONMENTAL INFLUENCE ON STUDENTS STUDY HABITS IN COVID-19 ERA.

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Abstract

The study investigates the environmental influence on secondary school students study habits in Yenagoa Local Government Area of Bayelsa State in the Covid-19 era. The study employed a descriptive design. The sample comprised of 300 respondents drawn from 5 secondary schools from the understudied Local Government Area. The selection of the sample size of students was done using simple random sampling technique. Four research questions guided the study; A 20-item questionnaire was developed by the researcher to form the instrument for data collection. Based on the data collected and analyzed, the following findings were unveiled. That home environmental factors influence secondary school students' study habits in COVID-19 era as private home lessons were organized which enhance the reading habit of students amidst COVID-19 era. Students used learning platforms such as online learning and home lessons amidst COVID-19 era. Based on the above, the researcher recommends amongst others that it would be worthwhile for all stakeholders in education i.e. parents, teachers and government to encourage students in their respective areas of responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students' hardwork, etc. These will help to motivate the students positively towards their study.

Keywords: Environmental influence, Study Habits, COVID-19 era.

Introduction

The world came to a standstill with the outbreak of a viral disease called COVID-19. Retrospective investigation by the Chinese authorities identified human cases with onset of early symptoms in December 2019. Some of the earliest known cases had a link to the Wholesale Food Market in Wuhan. However, Dr Li-Meng Yan a virologist from China totally disagreed with the view as she publicly claimed that (COVID 19) originated in China Military Laboratory.

The Novel Corona Virus (SARS-COV-2) is a new strain of the virus, although it was previously not identified in human, SARS-COV-2 is the virus that causes the coronavirus disease called 'COVID 19'. The impact of this disease is not in small measure as it has caused death of 3.4 % of the world's population.

After the declaration of the World Health Organisation (WHO) on 11th March 2020, that COVID- 19 is a pandemic disease, many countries were forced to lock down their borders.

Nigeria as a nation joined other nations of the world in the fight against coronavirus and sensitization of the people in order to avoid the spread of the virus. The Government set up a Presidential Task Force and the National Centre for Disease Control (NCDC) to immediately check and curtail the spread of this virus across the nation. Thus, our nation's economy was greatly affected due to our border closure, ban on international flight, as well as closure of all schools and markets nationwide.

However, preventive measures were implemented across the country among which are:

- Washing of hands frequently with soap under running water for at least 20 seconds and the use of alcohol-based hand sanitizer.
- Wear a non- medical face mask
- Maintain social distance of at least 1-2 metres from others in public places.
- Avoiding crowded areas, etc.

Today's modern society expects every student to be a high achiever, and one of the key criteria to ascertain student's true potentialities and capabilities is perhaps good academic performance which has become an index of the student's future. However, a student academic performance is a function of various factors based on the environment which comprises of all the students is exposed to both within and outside the home environment.

Over the years, environmental influence has been considered as one of the major factors that affect study habits in secondary schools, hence it has more attention in education disclosure and consideration. The environment plays a major role in the life of every individual whether a student, teacher, employer or employee (Ezegbe, 2001).

Though some people are yet to believe that the environment brings about better performance or negative influence, studies have shown that environmental influence to a very large extent affects both the physical and psychological potential of an individual. Thus, student's inability to develop their study habit is due to environmental stimulation.

Hence, it is relevant to look at the environmental factors that influence students' study habit in this era due to the lockdown as well as measures that can be improved upon and make recommendations because at the very heart of our educational mission is the goal of improving study habits. In the midst of the pandemic which has made every student to stay at home, they are exposed to idleness, healthy and unhealthy peers association within their immediate environment, which led some students into cultism activities in order to feel strong, protected and united.

Nigeria as a nation has different environments in which students live, such as urban cities, slums, watersides and camps which contribute to these inappropriate acts. These are places where educational enlightenment which are both high and low; and have high percentage of rape on the female child especially during this period of lockdown where parents are sorting for means of providing for their family thereby the young females are been left at home, or sent to hawk in streets. (Eraikhuernen, 2013).

In some families in Africa, teenagers are forced to become bread winners of their families. Thus, a child seems not to have guidance of what life is all about. The female child in lieu of providing, basic needs engage in sex with anybody that can help to provide money in order to meet the needs of her immediate family, which in most cases results to an unwanted pregnancy. This puts an end to the immediate educational pursuit of such a female student.

This is not different from the male child whose parent is expecting him to give a helping hand in this lockdown period to undertake some menial jobs. By so doing, the teenager is no more under the total control and guidance of his parents, which can lead the teenager to have affairs with the opposite sex of the same age group and could lead to impregnating another young teenager. This is one of the dangerous environmental influences that affect the study habit of the male teenager as he is forced to cater for all the needs of the person he impregnated.

Another environmental influence that affects the study habits of teenagers especially within this lockdown period is that teenagers are forced to involve in alcoholism, theft, smoking, gangsterism. This definitely will bring a change in the character of the student in the pursuits of his goals and aspirations for education.

In recent time, parents/guardians are not helping their children in developing strong intimacy and great concern for academics. Parents tend to give excuses in terms of assisting in book works, guiding and counselling, and knowing the daily involvement of their children. Parents that do not provide these immediate concerns for their children such children may be forced to look elsewhere for assistance. The unfortunate ones among them become victims of wrong counselling from neighbours in their environment which in turn affects their study habit. McRobbie, Roth and Lucys (1997) assert that the nature of an environment can have a direct impact not only on their achievement but on their personal-social behaviour.

This study therefore examines the environmental factors that influence the study habits of secondary school students in Yenagoa Local Government Area of Bayelsa State during the COVID 19 pandemic. With the recent COVID 19 outbreak, it has become a common or daily say to hear incidents of student involvement in different manners of anti- social behaviour such as teenage parenting, child abuse, peer pressure, cultism, drug abuse, which have adverse influence on the study habit of secondary school students, especially in Yenagoa Local Government Area of Bayelsa State.

The purpose of the study was to analyse the environmental influence on study habits of secondary school students in Yenagoa Local Government Area of Bayelsa State.

Specifically, the study set out to find:

- 1) The extent to which the home environment influenced the student`s study habits in COVID 19 era.
- 2) The different learning platforms provided for students to improve their study habits in COVID 19 era.
- 3) The suitable lesson materials given to students by the schools to enhance students study habit in COVID-19 era.
- 4) The extent to which the home environment influenced the students study habits based on class level

THEORETICAL REVIEW:

The environment is significant to the physical, mental, emotional and intellectual development of an individual. The home environment refers to the entire home circumstance surrounding an individual or groups of individuals. In this study, it will involve a combination of the external physical home conditions such as parents attitudes to a child, behavioral attitude of adolescence and peer group, parents socio-economic status that affects individual child`s study habits in the midst of corona virus era.

An environment is the natural surroundings of an organism and it can be land, air or water. Environment is of three parts which are; physical, social and the abstract. The physical environment are objects or materials found in the home, community or school. It also includes people like parents, peers and children. The social environment is concern with the social life, societies among others. While abstract are the feedbacks, reactions and responses received on interaction with others. (Onyehalu, 2004).

There are lots of home-related factors that have negative as well as positive consequences on students' study habit and ability. Educators and psychologists believe that the home provides the basic ingredient that propels the child for wholesome development. When children grow up to school age, the home environment still plays a significant role in the children's academic achievement (Dange & Praveen, 2009). As a result of this, educators and psychologists have always channeled their interests on home factors that have high impact on the achievements of pupils/students and it's relationship to the environment. In the same vein, adolescents see the home as a primary source of their emotional problems; some of the factors that motivate this perception may include parents attitude such as restriction, over-protection, harassment, physical abuse, inability of parents to provide their children's basic needs, etc. all of these may contribute to emotional distress among adolescents and consequently result to individual behavioural attitude towards school work. Out of the 11 most influential variables, 8 involve social-emotional influences such as classroom management, parental support, student-teacher relationship, social-behavioral attributes, motivational-effective attributes, peer group, school culture, and classroom climate (Greenberg et al., 2003).

Distant background influences (e.g., state, district, or school policies, organizational characteristics, curriculum, and instruction) were less influential. (Greenberg, et al.,2003), assert that "research linking social, emotional, and academic factors are sufficiently strong to advance the new term social, emotional, and academic learning (SEAL)".

Classroom learning is a multiplicative, diminishing-returns function of four (4) essential factors—student ability and motivation, and quality and quantity of instruction—and possibly four (4) supplementary or supportive factors—the social psychological environment of the classroom, education-stimulating conditions in the home, peer group, and exposure to mass media (Okwelle, 2007). Each of the essential factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. It also appears that the essential factors may substitute, compensate, or trade off for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal (Haertel et al., 1983).

More recently, Wang, Haertel, & Walberg (1993) organized the relevant school learning knowledge base into major construct domains (State & District, Governance/Organization, Home & Community Contexts, School Demographics, Culture, Climate, Policies/Practices, Design & Delivery of Curriculum & Instruction, Classroom Practices, Learner Characteristics) and attempted to establish the relative importance of 228 variables in predicting academic domains. Using a variety of methods, the authors concluded that psychological, instructional, and home environment characteristics ("proximal" variables) have a more significant impact on achievement than variables such as state-, district-, or school-level policy and demographics ("distal"variables). Empirical evidence reveals that student study habits are influence by environment

Thorndike's Theory of Reinforcement

This theory was propounded by an American psychologist, Edward Lee Thorndike in 1913. He carried out experiments to study how non-reflexive behaviour can be modified from experiences. He was considered by Anderson (1990) as one of the foremost educational psychologists the world has ever produced in the field of learning, genetic psychology, testing and social psychology, as well as psychology of learning and arithmetic.

Thorndike in his study considered the strengthening of connection between stimulus and response as being responsible for the formulation of habits.

RESEARCH QUESTIONS

Four research questions guided the study:

1. What influence do home environmental factors have on secondary school students' study habits in the COVID-19 era?
2. What learning platforms are provided for students in the COVID-19 era?
3. What are the different lesson materials given to students by the schools to enhance their study habit in the COVID-19 era?
4. What influence has home environment of secondary school students study habits based on class level?

METHODOLOGY:

A descriptive survey was used in the study. This design was chosen to meet the objectives of the study, mainly to analyse environmental influence on students' study habits in the COVID-19 era. The study was carried out in Yenagoa Local Government Area of Bayelsa State, Nigeria. Junior and Senior Secondary 1-3 (JSS1 to SS3) students formed the sample of the study. The total numbers of senior secondary school students within Yenagoa Local Government Area of Bayelsa State for both public and private is 39,649 according to 2018/2019 annual school census (Bayelsa State Ministry of Education). A total of 300 secondary school students from five different Secondary Schools were sampled.

The instrument for data collection was Analysis of the Environmental Influence on Secondary School Students' Study Habits in COVID-19 era Questionnaire (EISSSSHQC) with 20 specific item statements. It consists of two sections, section A and section B. Section A comprised of questions relating to demographic information of the students while Section B consisted of item statement which are derived from the research questions.

The questionnaire was structured on a four point Likert scale method used to score the responses which contained a list of statements. These statements were to be selected on the basis of item analysis process to make up the final scales. The EISSSSHQC was validated by experts in measurement and evaluation from Niger Delta University who are more experienced in research for content and face validity before its administration.

The reliability of EISSSSHQC was established using a test-retest technique. Test-retest was used to administer to the same group of individual on two occasions, within two to three week interval between the first and second administration of the instrument.

The scores of the individuals in the first and second tests were correlated to determine the coefficient of reliability of the instrument. The two set of scores were subjected to Pearson Product Moment Correlation (PPMC) to obtain a reliability index of 0.65 as its reliability

coefficient. The researcher obtained data by administering the questionnaire to the sampled students. It was done directly by the researcher with assistance from the class teacher and parents complementing questionnaire, as they do have background knowledge of the influence of school environment on the study habit level of the students

DATA ANALYSIS, RESULTS AND DISCUSSION

The results are presented in tables according to research questions

Research Question 1:

What influence do home environmental factors have on Secondary School Students' study habits in COVID-19 era?

Table 1: Summary of Mean and Standard Deviation Scores showing the influence home environmental factors have on Secondary School Students' study habits in COVID-19 era in Yenagoa Local Government Area of Bayelsa State

Questionnaire Item	Mean	Std. Deviation
Private home lessons enhance my reading habit amidst COVID-19 era	3.5	0.72
My parents encourage me cultivate study habits during COVID-19 era	2.9	0.94
My parents provides me few numbers of novel to read for personal cognitive and vocabulary development during COVID-19 era	2.9	0.94
I was expose to more academic knowledge among my peer group in my home	3.0	0.91
Domestic work is a big hindrance to my study habits	3.5	0.85
Average Mean Score and Standard Deviation	3.16	0.87

Source: Field Study March 2021

Table 1. shows that the mean ratings obtained for the various attributes measured and the calculated average mean (3.16) were greater than the standard reference mean of 2.5. This indicates that the respondents agreed that home environmental factors influence Secondary School Students' study habits in COVID-19 era as private home lessons enhance the reading habit of students amidst COVID-19 era. And some parents encouraged their children to cultivate study habits, provide few numbers of novel for their children to read for personal cognitive and vocabulary development during COVID-19 era. Students were exposed to more academic knowledge among my peer group while at home and domestic work was a big hindrance to their study habits while at home. The average calculated (0.87) and small values of standard deviations obtained in all the attributes measured clearly indicated that the respondents agreed that home environmental factors influence Secondary School Students' study habits in COVID-19 era

Research Question 2:

What learning platforms are provided for students in COVID-19 era?

Table 2: Summary of Mean and Standard Deviation Scores showing learning platforms provided for students in COVID-19 era in Yenagoa Local Government Area of Bayelsa State.

Questionnaire Item	Mean	Std. Deviation
Online learning is effective to me while at home as school are shut down	3.5	0.85
My school offers online learning amidst COVID-19 to enhance my study habit	1.9	0.41
Home lesson helps me in developing study habits	3.5	0.85
Home lesson do not enhance my study habits	3.2	0.80
School library enhance my study habit	2.8	1.07
Average Mean Score and Standard Deviation	2.98	0.80

Source: Field Study March 2021

Table 2 shows that the mean ratings obtained for the various attributes measured and the calculated average mean (2.98) were greater than the standard reference mean of 2.5. This indicates that there are quiet numbers of learning platforms provided for students in COVID-19 era, these include online learning and home lesson which enhanced and developed the study habit of secondary school students in Yenagoa Local Government Area of Bayelsa State in COVID-19 era. The average calculated (0.80) and small values of standard deviations obtained in all the attributes measured evidently indicated that the students were homogenous in their response that there are quiet numbers of learning platforms provided for students in COVID-19 era, these include online learning and home lesson which enhanced and developed the study habit of secondary school students in Yenagoa Local Government Area of Bayelsa State in COVID-19 era.

Research Question 3:

What are the different lesson materials given to students by the schools to enhance their study habits in COVID-19 era.

Table 3: Summary of Mean and Standard Deviation Scores showing different lesson materials given to students by the schools to enhance their study habits in COVID-19 era in Yenagoa Local Government Area of Bayelsa State.

Different Lesson Materials Provided by School	Textbooks	Real objects	Charts/Pictures
	300	250	280

Source: Field Study March 2021

Table 3 shows that there were three major lesson materials used by schools in the delivery of teaching and learning activity in the classroom in secondary school students in Yenagoa Local Government Area of Bayelsa State, These are textbooks, real objects and charts or pictures. Both textbook and chart or pictures are commonly used by class teachers and real objects are used occasionally

The finding of this study stresses that home environmental factors influence Secondary School Students` study habits in COVID-19 era unlike crowded classroom which is not conducive for learning this is support with the findings of Boniface (2018) due to the fact that private home lessons enhance the reading habit of students amidst COVID-19 era. And some parents encouraged their children to cultivate study habits, provided few numbers of novels for their children to read for personal cognitive and vocabulary development during COVID-19 era. Students were exposed to more academic knowledge among peer groups while at home and domestic work was a big hindrance to their study habits while at home.

It also reveals that there are quiet a number of learning platforms provided for students in the COVID-19 era, these included online learning and home lessons which enhanced and developed the study habit of secondary school students in Yenagoa Local Government Area of Bayelsa State in the COVID-19 era. COVID-19 confinement significantly changed students learning strategies to a more continuous habit, improving their efficiency which is in line with the findings of this study (Koroye 2016).

The findings of the study have revealed what home environmental factor has on the study habits of secondary school students in Yenagoa Local Government of Bayelsa. Thus, Parents should learn more guidance and counselling skill to enable them help in educating their wards in time of pandemic and challenges.

Conclusion

According to the findings of this study, home environmental factors influence secondary school students` study habits in the COVID-19 era as private home lessons enhance the reading habit of students amidst COVID-19 era. However, some parents encourage their children to cultivate study habits as well as provide some number of novels for their children to read for personal cognitive and vocabulary development during the COVID-19 era. Students were exposed to more academic knowledge among peer group while at home, and domestic work was a big hindrance to their study habits while at home. Quiet number of learning platforms provided for students in the COVID-19 era, these include online learning and home lesson which enhance

and develop the study habit of secondary school students in Yenagoa Local Government Area of Bayelsa State during the COVID-19 era.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. It would be worthwhile for all stake holders in education i.e. parents, teachers and government to encourage students in their respective areas of responsibilities, such as providing study materials, conducive place of study, recognizing excellence, appreciating students' hardwork as soon as possible among others. These will help to motivate the students positively towards their study.
2. It is also important for female students whose studies are negatively influenced by femininity to be encouraged to work hard as academic is not only reserved for male.
3. Students should be taught study skills so that they can cultivate good and effective study skills even at home while studying.
4. Parents should improve the level of control and care of their children, show more interest and concern in the academic work of their wards by way of providing conducive atmosphere for studies, providing materials for studies and helping students in their studies.
5. It is necessary for students and teachers as well as children and parents to maintain a warm and cordial relationship as this will enhance students' easy approach to the teacher or parents for solving of academic problems. Also, teachers and parents should endeavour to be good models to their students.
6. These recommendations can be achieved by talking to parents and teachers on the issues raised in a forum like the P.T.A i.e. Parent-Teachers'-Association. Group counselling can also be organized for students on good study habits and gender equality. School administrators i.e. the head teachers should forward the needs and problems affecting students study habits to government for intervention.

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GUIDANCE AND COUNSELLING ROLES IN ENHANCING SUSTAINABLE NATIONAL DEVELOPMENT GOALS AMONG SECONDARY SCHOOL STUDENTS IN THIS COVID-19 PANDEMIC

By

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Abstract

This paper examined the roles of guidance and counselling in enhancing sustainable national development goals among secondary school students in this COVID-19 pandemic in Nigeria. The concepts of guidance and counselling as well as its importance in this period of COVID-19 were discussed. The paper equally highlighted how COVID-19 came in to Nigeria. This paper equally discussed the concepts of sustainable development as well as the national development goals. The roles of guidance and counselling in enhancing sustainable development through vocational guidance and counselling education were also discussed. Conclusions and recommendations were made among which are vocational guidance and counselling rehabilitation and recreational centres should be set up in various secondary schools and communities where counselling services should be obtained in Nigeria.

Keywords: COVID-19, Pandemic, Guidance, Counselling, Sustainable Development

Introduction

Guidance and Counselling are among the essential aspects of every human life. Guidance and Counselling start right from the very beginning of childhood. Although both guidance and counselling are used interchangeably, both the terms have slight differences. Guidance is a process of helping individuals through their own efforts to discover and develop their potentialities both for personal happiness and social usefulness. Counselling, on the other hand, is the soul of the guidance programme and the wheel upon which guidance rotates (Egbo, 2015).

Guidance is a more comprehensive term. It is the assistance provided to an individual to manage her/his life's activities. Counselling is a more specific service. It is provided by an expert to an individual facing some kind of trouble in her/his life. Guidance can be provided by many agencies and organizations like parents, teachers, family members, community or society as a whole. Counselling is provided by some expert in the field. Guidance is preventive while counselling is curative. "The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems" (Lai-Yeung, 2013).

Although guidance and counselling services are vital for everyone in every situation, however, its importance got multifold in the present scenario of COVID-19 pandemic. The world is going through a crisis. The student community is facing some real challenges in

continuing education from home. The uncertainty prevailed in the education and employment sector is leading to higher and higher cases of depression and suicides among youth.

Among different professions, students and healthcare professionals were found to experience stress, anxiety, and depression more than others (Rehman, 2020). In such situations, guidance and counselling can be of great help for the students of every level to overcome those challenges of education. However, during this crisis time, face to face or real-time guidance and counselling services are almost impossible to avail, so the virtual or online guidance and counselling programs came into being.

The role of guidance and counselling services in the school system cannot be overemphasized. Guidance and Counselling services have always played a leading role in terms of child's development and improvement. For this reason, Guidance and Counselling services are sine qua non to child's development. According to Modo; Sanni; Uwah and Mogbo (2013) Guidance and Counselling is one of the educational services that promote the effectiveness of the educational system for goals attainment and guiding learners through the learning process. This is in line with the goals of educational services as contained in the National Policy of Education (2009) which are to facilitate the implementation of the educational policy; the attainment of policy goals and the promotion of effectiveness of educational system; and make learning experiences more meaningful for children. Okobiah and Okorodudu (2006) highlighted that Guidance and Counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments.

According to Oguzie (2014), he says that guidance and counselling is aimed primarily at assisting the receiver to discover his own hidden strengths and ultimately grow in independence and ability to take his own decisions, make choices or adjustments unaided. Furthermore Nwachuku (2007) summarizes the definition of guidance and counselling as Research on Humanities and Social Sciences as, a systematic and organized educational helping service, professionally given by a professionally trained counsellor or therapists to a learner of any age, within or outside the school walls at appropriate level. Secondary school students today are facing a complex and rapidly changing society because of the situation they found themselves in this of COVID-19. In spite of all efforts being put forth by schools and government agencies, an increasing large proportion of these students have and will continue to experience difficulty in making transition from the world of school to the world of work in this COVID-19. The essence is to assist them understand themselves, situation and environment, discover their interests, potentialities and opportunities in life and learn how best to effectively utilize their assets as well as minimize their weaknesses, to live a maximum productive life irrespective of the COVID-19 pandemic.

The need for guidance and counselling is paramount in promoting the wellbeing of an individual as well as groups of people who need to be guided in their interactions in terms of health and the environment, acquiring skills, knowledge, attitudes, just to mention a few. All these can result in emotional strain which impacts individuals' adjustment to life in this outbreak of COVID-19 pandemic. In order to survive in new environment, students must take responsibility for their actions. Counsellors in secondary schools play an essential role in helping students meet the challenge of this world's outbreak of this corona virus crisis with their leading wealth of knowledge-based in schools, homes and society at large. The transition to secondary school after the COVID-19 for many students has the potential to be stressful

requiring the student to make significant adjustments to their personal, social and academic lives. The goal of guidance and counselling is to promote development of the whole individual in order to ensure the student flourishes in their total wellbeing (Tuchili & Ndhlov, 2017). Goal-directed behaviour is thus essential for every human being.

Origin of COVID 19 Pandemic

Although the origin of the pandemic are so controversial, some scientists say that it is likely that COVID 19 originated in bats. They also say that based on their experience with other outbreaks such as Ebola, Lassa Fever, Severe Acute Respiratory Syndrome (SARS), Tuberculosis (TB) as well as our long history of malaria and HIV. The scientific consensus is that COVID 19 has a natural origin meaning that it has been proved to have originated from animals to human beings. The novel human corona virus disease (COVID 19) has become the fifth documented pandemic following malaria, TB, Ebola and Lassa fever/HIV. The term coronavirus itself refers to an extensive classification of viruses, which cause infections of the sinuses, nose and the upper throat. The name 'Coronavirus' was derived from the fact that the virus has a similar appearance to a crown, when observed under a microscope while the vast majority of coronavirus pose a little threat to human life the newly identified COVID-19 can be deadly.

Madhav, Oppenheim, Gallivan, Mulembakani, Rubin, & Wolfe (2017) stated that Corona virus are viruses that belong to the pathogenic family of influenza, filovirus (such as Ebola virus), flavivirus (such as Zika virus) that have caused epidemics and pandemics due to the fact that they are ribonucleic acids that have high mutation rates. They also unleash what is generally referred to as severe acute respiratory syndrome (SARS) hence it is sometimes referred to as SARS-COV. Furthermore, they posited that because they are pathogenic organisms that have high rate of mutation they pose great health risk to the society. They are therefore biological microorganisms that are responsible for the spread of the Coronavirus disease (COVID-19) and which in most cases exert severe complication on the respiratory system.

According to Puck (2020) as the Corona-Virus (COVID-19) pandemic spreads globally thousands of deaths have forced decision makers to cancel sporting events, restrict international travels as well as discourage common social interactions. Furthermore, he submitted that the above development has led governments of nations to demand that people self-quarantine themselves and this he noted is currently disrupting the daily lives of people. Moreover, he noted that while industries, businesses and financial institutions, markets are being put in disarray, our traditionally long held social values like hugging and shaking hands are being sanctioned because of fear of transmitting the virus.

According to Madhav, Oppenheim, Gallivan, Mulembakani, Rubin, & Wolfe (2017) there are three theories that relates to pandemics threats in the modern world namely the pathogenic, the spark and spread risks as well the bio- terrorism theories. They noted that pandemics have occurred throughout history and appear to be on the increase due to rise in viral pathogenic diseases from animals. Furthermore, they posited that the spread risk theory relates to the influence of globalization which has ushered an age of increased global travel, integration, urbanization and greater exploitation of the natural environment. Moreover, they stated that bio-terrorism which has to do with the use of chemical weapon may also be a possible source.

Pandemics have been defined by Madhav et al (2017) as a large scale outbreaks of infectious disease that can engender disease or even death on a wide geographic area resulting in significant economic, social and political disruption. The Chambers Dictionary (2000) defined the above word as an epidemic that covers a wide area, a wide spread epidemic or one affecting whole people. On the other hand, an online English Dictionary defines pandemic as a disease that hits a wide geographical area and affects a large proportion of the population. From the foregoing the above word as used in this context refers to Corona virus as a great threat to the lives, health, economy and overall wellbeing of the global community.

Importance of Guidance and Counselling in COVID 19 Pandemic

Firstly, and most importantly, the students are under depression due to the uncertainty prevailed in every aspect of life. They are unsure about their education, employment opportunities, etc. due to the disruption in their studies. In such a situation, the cases of depression at the global level are on a high rise. According to a survey published in The Economic Times (12 Aug 2020), conducted by International Labour Organization, 50% of young people across the world are possibly subject to anxiety or depression, while 17% are probably affected by it. Also, there is a sharp decline in employment opportunities due to the pandemic, which is resulting in increasing depression and suicides among teens and youths. In such an ongoing crisis, there is a need to keep a check on the mental well-being of youth. By providing counselling sessions, the stress, anxiety and depression of the students can be managed to some extent, if not completely removed.

Secondly, with the ongoing shutdown of academic institutions, schools and colleges are forced to switch to technology in order to not affect the education of the students. Those students who are from the lower socioeconomic background are new to it and find it difficult to keep pace with the technology. In such cases, there is a kind of disruption in their education, which ultimately is leading to anxiety and depression. According to the same ILO survey report published in The Economic Times (12 Aug 2020), young people whose education or work has either disrupted or stopped completely are almost twice as likely to be affected by depression and anxiety as compared to those whose work or education has not affected. The report also added that about 73% of youths who were either studying or combining study and work before the onset of the crisis, experienced school closures though all of them were not able to transition into online and distance learning. Thus, in such a situation, it is important to acquaint such students with the use of various software and applications used in online education by providing guidance and counselling services.

Lastly, the pandemic has brought the world to a halt. People are stuck in their places. In such circumstances, the students' exposure to the outside world has also been affected. They are skeptical about their future with respect to the opportunities available in furthering their education and getting employment. So, the responsibility of making them aware of the opportunities available in the education as well as the employment sector has been shifted to the guidance and counselling programs. They need to be kept up-to-date with the latest developments in the education and job market in order to keep them away from the shadows of hopelessness and pessimism.

The Concept of Sustainable Development and National Development Goals

Sustainable development has been defined by many in various ways. Adebola (2007) defined sustainable development as a kind of development that can be initiated and managed properly in such a way as to give attention to continuity and preservation as people explore an explicit available resources for the enlargement of their existence. Ugoh (2008) described sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. Osuafor (2010) posited that for development to be sustained there must be human development. According to Arogundade (2011) the major essential tool for achieving sustainable development should include,

- (1) Improving the quality of basic education
- (2) Reorienting existing education programme to address sustainable development.
- (3) Developing public awareness and understanding, and
- (4) Providing training for all sectors of private and civil society.

Ugoh further argued that continued sustainable development is only possible or assured when concrete steps are taken to make the youth acquire skills that will enable them to be self-reliant and therefore become the tools for achieving development and its sustainability.

UNESCO (2002) alludes to Education for Sustainable Development as a process which prepares people of all walks of life to plan for, cope with and find solutions for issues that threaten the sustainability of our planet. According to UNESCO, understanding and addressing the global issues of sustainability that affect individual nations and communities are at the heart of Education for Sustainable Development. UNESCO further explains that these issues come from the three spheres of Sustainable Development, which are: Environment, Society and Economy. It should be observed that environmental issues like water and waste affect every nation, as do social issues like employment, human rights gender equity, peace and human security. In addition, we should affirm that every nation wants to improve the livelihood of its people by addressing political and economic issues such as poverty reduction and other major concerns and challenges like HIV and AIDS pandemic, migrations, urbanisation, and refugees, which have grabbed global attention.

The Nations of the World therefore, through the United Nations General Assembly adopted the resolution to establish a Decade of Education for Sustainable Development (DESD), whose objectives were to facilitate needs and networking among stakeholders in Education for Sustainable Development, to foster increased quality of teaching in Education for Sustainable Development, and to develop strategies at every level to strengthen capacity in Education for Sustainable Development (UNESCO 2002). The UNESCO module on guidance and counselling (2002) also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counselling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. As explained by Mubanga (2014), the need for counselling services today could be due to the ever- growing complexity of the society and people have to learn how to cope with the upcoming challenges.

The unprecedented expansion of educational institutions and first generation learners create a number of psychological problems that are personal, vocational and social. Guidance

and counselling plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students. Ministry of education and principals of secondary schools are aware of the heavy reliance placed on guidance and counselling services. These services are presented by Nwachukwu (2007) as information services, placement services, appraisal services, vocational guidance services, counselling services, referral services, evaluation, follow-up, consultancy and research services. As a vital component of any type and any level of education the absence of non utilization of these services in the present day secondary school system has led to the unprecedented rise in the crime wave, violence among students, severe value erosion, wrong career choice, and wrong subject combination among other issues.

Mutie and Ndambuki (2014) asserted that counselling service is the brain and heart of the guidance programme. Thus counselling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment. In a democratic country like Nigeria every citizen has to play a pivotal role in the upliftment of the nation.

Therefore, it is generally agreed that a citizen must be educated in such a way that it would develop certain desirable life skills, attitudes and values in him for manifestation of his own self as well as for the progress of the nation. It may enrich his intellectual and social skills helpful to lead a purposeful and successful life. Life skills based education helps students understand themselves, their friends and their world. Effective counselling services need to be based on a complete understanding and acceptance of students experiences (Mutie &Ndambuki, 2014). Therefore, all students would require counselling services in order to develop their academic, vocational, social and personal competencies. Effective counselling will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, vocational, social and personal challenges. It helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations.

On the other hand, following the adoption of the 2030 Agenda, Nigeria began to implement the SNDGs almost immediately. First, it established institutional frameworks at the national and sub-national levels to support effective implementation. With this early head start, several strategic initiatives were implemented between 2016 and now, while others are still ongoing (The Sustainable Development Goals Center for Africa, 2020). Nevertheless, just as Nigeria commenced the ‘Decade of Action’ for the SNDGs in January 2020, the outbreak of COVID-19 took place, thus challenging the prospects of achieving the SNDGs in Nigeria. This Report examines the impact of COVID-19 on specific SNDGs. It would be recalled that Nigeria recorded its first index case on 27 February 2020. Despite measures taken by the federal and state governments to curtail the spread of the pandemic across the country, its adverse impact on socio-economic development and other consequences will last beyond 2020 (SDGCA, 2020).

Expectedly, the most significant impacts of COVID-19 have been on the Nigerian economy and the health system. Pre-COVID-19, in 2019, the health sector received only 25 per cent of its funding requirements, putting a strain on the coping capacity of the ‘country’s health systems (WHO, 2020). Funding is now shifting towards COVID-19, leaving other healthcare needs to suffer a further reduction in funding allocation. Federal and state governments, as well as development partners and organized private sector, have stepped up

efforts to increase the financing of the health sector. The inauguration of the Presidential Task Force on COVID-19 and the establishment of the fiscal stimulus package are steps in the right direction. The Federal government has secured life insurance for all frontline health workers participating in the ongoing fight against the spread of COVID-19 in Nigeria and cash transfers have been extended to over 10-million Nigerians, using the existing database within the National Social Investment Office (NSIO) (OECD, 2020).

Meanwhile, the socio-economic uncertainties and disruptions come at a substantial cost to an economy that is mainly dependent on oil and gas revenues, which have plummeted. Some of the most effective ‘social vaccines’ against COVID-19 are restrictive suppression response interventions, such as lockdowns, which however disproportionately impact on the poor and their livelihoods. The provision of timely and adequate palliatives to the poor and vulnerable members of the society will ease tension and prevent social unrest while the country is locked down to overcome the virus (Singh, 2020).

COVID-19 and the Sustainable National Development Goals (SNDGs)

Global phenomena that represent a core focus of the SNDGs have been significantly altered, drawing our attention to new realities and ways of life we did not imagine before. Mobility and migration are heavily affected through lockdown measures with significant human and economic costs in Nigeria. In Nigeria as a country, according to Kiangoi, (2020), the pandemic has triggered an economic crisis of large proportions with augmented impact, putting a large number of people in poverty, for the first time in three decades, poverty is increasing. The economic consequences are significant and widespread, affecting all areas of Nigerian economy, including capital flows, business operations, employment and jobs. Education is forcefully digitalized, impacting over 1.2 billion learners in over 170 countries (72% of all learners) during the initial lockdown (Soto, Moszoro & Pico, 2020).

Moreover, the decreasing trend in democratic government conduct is accentuated as states of emergency were imposed during the first wave and are recently reinstated as the second wave of the pandemic is emerging. Many of the above global trends pre-date COVID-19, being accentuated as the pandemic progresses, including digitalization, authoritarian and extreme right tendencies, and growing global inequality (Singh, 2020). We were already behind on reaching the Sustainable National Development Goals (SNDGs) before the COVID-19 pandemic started. In essence, the pandemic is bringing tension at a global level by giving on the one hand reasons for closing borders, restricting the movement of people and goods, and authoritarian actions, while on the other hand requiring global collaboration for tackling the pandemic, which is inherently global (Kiangoi, 2020).

In terms of positive consequences, the multilateral system is enhanced by the pressures for collaboration brought by the pandemic. Additionally, advancements in digitalization and consolidation of health, educational and social services will bring long-term benefits. From an environmental perspective, limited mobility brings improvements in air quality and decreases CO2 emissions, having positive consequences, at least in the short term. Although somewhat contradictory, the SNDGs in the COVID-19 context guide and encourage mitigating the negative impact of the pandemic and provide a framework where much-needed leadership and responsibility can unfold (Filho, 2020).

The timeframe for SNDGs implementation entered the “Decade of Action” until 2030, but the SNDGs are far from being on track. In light of the pandemic, the “Decade of action” should be

re-launched as a 'Decade of Recovery and Action' using the SNDGs as a global framework. Due to the unexpected crisis, the shift of Member States' priorities, which are also the main entities responsible for the implementation of the 2030 Agenda, is diminishing the efforts to reach the SNDGs (SDGCA, 2020). However, to avoid risking the progress achieved to date, the crisis can be used as an opportunity to strengthen commitment to the 2030 Agenda. By placing sustainable development at the core of recovery plans, a better response to future crises is enabled, implying stronger health systems, fewer people living in extreme poverty, less gender inequality, a healthier natural environment, and more resilient societies (Sachs, 2020). Balanced ecosystems are important for disease control, which highlights the significance of understanding the interdependencies between people and ecosystems.

The Role of Guidance and Counselling in enhancing Sustainable Development

Guidance and Counselling has an important role to play in raising the quality of work and quality of its students and graduates, increasing job satisfaction and motivating workers as well as enhancing productivity (Baba & Umar, 2014). In the new economic development therefore in this COVID 19, Guidance and Counselling is expected to produce an educated, skilled and motivated workforce for sustainable development and nation's growth. Guidance and Counselling Service is about the guidance of development of individuals and that of the economy in order to achieve Sustainable National Development Goals. In this regard, Guidance and Counselling is viewed as an indispensable instrument for economic development because through Vocational Guidance and Counselling, it will help to bring about empowerment improves a nation's economy, provides job opportunities, reduces crime rates and encourages creativity and competitiveness that enhances nation building as well as achieving SDNGs. Guidance and Counselling facilitates the adjustment of the skills and knowledge of man to the changing demands within society. Skill and knowledge as well as social values acquired through Guidance and Counselling allow an individual to manipulate the natural and physical environment, making life more useful and improving sustainable scientific, technological and economic development (Baba & Umar, 2014).

Through Vocational Guidance and Counselling Education provides goods and services are easily available thus, giving rise to high standard of living among the citizens of a nation. No doubt, Vocational Guidance and Counselling service is a veritable tool that cannot be ignored as it equips secondary school students with necessary skills for self-employment and ability to employ others for the development of a nation. It is in recognition of the changing role of Vocational Guidance and Counselling services in the world's economic order that different countries have come up with different frameworks towards repositioning their Guidance and Counselling and Vocational Education programmes. According to Alexandrou (2009), the French National Assembly enacted a law on social modernization which contains important measures concerning Vocational Guidance and Counselling services the right to employment and reported that the government of Denmark made efforts to increase the number of training places with emphasis on social and practical skills development. In Germany, use of the objectives of the country's education reform is to promote the vocational education of gifted young people and to raise the standard of Vocational Guidance and Counselling Educations.

The role of guidance and counselling to teacher trainees can be classified into two. In the first instance, the provision of a broad based and functional guidance and counselling will

assist the teacher-trainees to explore and understand themselves so that they can become self-directing and reliant individuals.

Secondly, it will afford their students the opportunity to learn vocational education from a teacher who properly understands himself and his environment. This self-understanding is essential and imperative because individuals who understand themselves and their world are usually more effective, more productive, happier and healthier human beings. This is because through guidance and counselling services individuals would achieve greater awareness of themselves. It could thus be said that provision of guidance and counselling services along with other pedagogical programmes in Vocational Education will help among others to:

- (1) Develop in teacher-trainees an awareness of opportunities in their personal, social, educational and vocational areas by providing them with appropriate useful and usable information to achieve sustainable development goals.
- (2) Help the under-achievers to use their potentials to the maximum in order to help in nation building.
- (3) Help teacher-trainees to acquire useful knowledge and skills necessary for survival in a situation as this COVID 19 pandemic.
- (4) Work with the parents/guardians with a view to assisting them to understand the needs and problems of their children/wards in acquiring Vocational Education so as to help accomplish the policies of National Development Goals among others.

Conclusion

Guidance and counselling services have emerged as the much required in the current COVID-19 pandemic. This is to enable secondary school students get established in order to achieve the national sustainable goals and also for helping students deal with the problems of education, employment, etc. during these trying times of COVID-19 pandemic. Vocational guidance and counselling services have been identified as indispensable tools of assisting secondary school students in adjusting for life actualization which can lead to sustainable development. Counselling services rendered in secondary school settings enhance students realization of potentialities for functional living. Vocational guidance and counselling services also help reduce un-employment in the labour market which is to say that when these secondary school students are properly guided, they will be able to choose a career that will not only benefit them but will go a long way in sustaining the economy of the nation.

Recommendations

To achieve sustainable development in Nigeria, through the implementation of Vocational Guidance and Counselling services in the secondary schools, the following recommendations are offered:

1. Government should diversify school curriculums and re-align them towards Education for Sustainable Development. This will in turn provide students with opportunities to choose options according to their interests. In the end Education for Sustainable Development would be attained even this period of post COVID-19.
2. Vocational Guidance and Counselling rehabilitation and recreational centres should be set up in various secondary schools and communities where counselling services should be obtained. Group counselling sessions/workshops/seminars should be held there for students, youths and other interested members of the public.

3. There is need for the Federal , State and Local governments to employ the services of guidance counsellors among the secondary schools who will help the student to have good vision concerning the world of work in order to achieve the sustainable development goals during this COVID-19 pandemic.

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GLOBAL TRENDS OF FOOD SUPPLY: PROSPECTS AND PROBLEMS OF ONLINE FAST FOOD MARKETING

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ABSTRACT

This paper is concerned with the possible problems and prospects of online fast food marketing. Online fast food marketing is the practice of leveraging internet-based channels to broadcast information about a fast food company's brand, products or services to potential customers. Associated terms for online marketing include; digital marketing, internet marketing, e-marketing, e-commerce and virtual marketing. New internet-based communication technologies have helped to restructure economic sectors; pre-COVID-19, during the pandemic and post-COVID-19 including, marketing. Food manufacturers are taking advantage of these technologies to carry out business-to-consumer online sales activities. Online fast food marketing witnessed a rise in the number of people opting for online shopping due to a wide availability of products and a convenient option of feeding as the meals or snacks are delivered at doorstep within a stipulated timeframe. Online fast food marketing, like other e-marketing platforms is subject to issues such as timely delivery of products, privacy of consumer, security of credit cards and consumer satisfaction. The quality of the services of the vendors are important. About 11% of the world's population has access to food delivery platforms. It is projected that online food marketing will expand aggressively and innovate to grab more "bellies and wallets" by the end of the next decade.

Keywords: Post-COVID-19, Online Marketing, Fast Food

INTRODUCTION

Food marketing is the series of marketing activities that transpire between a food company and a consumer. Online fast food marketing is the practice of leveraging internet-based channels to broadcast information about a fast food company's brand, products or services to potential customers (Kasambu and Sritharan, 2020). Associated terms for online marketing include; digital marketing, internet marketing, electronic or e-marketing, e-commerce and virtual marketing (Sigala, 2018). New internet-based communication technologies have helped to restructure economic sectors; pre-COVID-19, during the pandemic and post-COVID-19 including, marketing (Phau and Poon, 2020).

Kotler & Armstrong, (2014) view Internet marketing as a series of activities to promote products and services and build relationships with customers over the Internet. Bostanshirin, (2014) views it as intentionally targeting users and getting them to interact with you. A more

comprehensive definition was given by Chaffey, (2000) who defines online marketing as the application of digital technologies which form online channels such as web, e-mail, databases, plus mobile/wireless and digital TV to contribute to marketing activities aimed at achieving profitable acquisition and retention of customers (within a multi-channel buying process and customer life cycle) through improving customer knowledge (of their profiles, behaviour, value and loyalty drivers), then delivering integrated targeted communications and online services that match their individual needs. This, invariably means that marketing fast food online can be designed to revolve around interaction and building relationship with customers, a point which may distinguish it from the traditional, physical marketing (Phau and Poon, 2020).

Several studies have addressed the way in which the introduction of internet has reshaped the structure and performance of different sectors such as; hospitality, travel and tourism, (Li *et al.* 2021; Kah, *et al.* 2006), health and medicine (Gadish, 2007; Datta, *et al.*, 2008), including marketing and education (Bostanshirin, 2014). A prominent point regarding the emergence of the internet in the centre of commerce and marketing however, is that the internet is not only considered a new channel of publicity, an evolution among other regular, pre-internet types of marketing of goods and services, but on the contrary, it has brought about a new swivel, a complete shift to a new business model, which results in an inevitable re-exploration of the very nature of marketing (Wind and Rangaswamy, 2001). For marketers, one of the most significant impacts has been the emergence of virtual stores that sell products and services online. Consumers can now purchase goods and services virtually anywhere, 24 hours a day, 7 days a week, without geographical and temporal boundaries. This understanding is inevitable as new communication technologies have fostered an improved and dynamic environment in which marketer oriented, top-to-down, unilateral approach gives its place to a customer-oriented, bottom-to-up, reciprocal process of feedback (Li *et al.*, 2021).

The fast digitalization of media and communication technologies has also fundamentally changed the dynamics of advertising food (Kasambu and Sritharan, 2020). With the current wave of social media addiction, social media channels have been adopted as marketing avenues for fast food as it is fast becoming the most common means of interaction through content marketing (Anukam and Iweka, 2016). By the consistent use of relevant and meaningful messages, fast food companies pursue a rise of the level of customer engagement, which is not only a single interaction, but a line of communication over a period of time (Sigala, 2018). Digital marketing has indeed, brought about a change in the approach of vendors and consumers towards buying and selling of goods and services in such a way that the survival of establishments whether profit or non-profit driven will to a great extent depend on its utilization, from different indications (Kenneth, 2019).

The food and beverage industries are continually devising new ways of marketing their products (Drumwright, 2013). Electronic marketing approach just like physical marketing has witnessed massive progress over the past few decades (Phau and Poon, 2020). E-marketing became prominent in the 19th century with the development of the telegraph machine. Subsequently, other electronic media such as radio, television, cable network and now recently social media and the internet have proved invaluable in real-time dissemination of relevant information to prospective consumers (Anukam and Iweka, 2016).

One challenge online marketers face is the need to remain competitive, amidst intense competition (Gascon, *et al.*, 2017). Escalation in the number of retail online shops made accessible via internet presents consumers with a range of opportunities for virtual shopping

(Ennew, *et al.*, 2015). In such circumstances, internet retailing managers face the challenge of developing strategies to drive visitors also referred to as “traffic” to their own website with a view to increasing sales and revenue (Ennew, *et al.*, 2015). Awukam and Iweka, 2016 posits that the speed of digitalized media and communication technology has fundamentally influenced means of advertisements which is a means of attracting potential consumers to the websites. Food manufacturing companies key into the use of social media as advertisement and marketing tools, literally putting their goods in consumer's faces and social media content is the most common way of interaction through content marketing (Gascon, *et al.*, 2015).

It is becoming glaring that the internet has reformed the structure and level of productivity of different sectors of the economy as can be observed in the hospitality, travel and tourism sectors. The food industry is not left out of this recent development (Theuvsen, 2015). The last several years have seen an absolute explosion of diversity in both fast food/dining concepts and menu choices. This evolution reflects an industry that has been responsive to changing consumer tastes, global trends as well as entrepreneurs finding niche opportunities to profit (Phau and Poon, 2020) and rest assured - those opportunities still exist in abundance.

The operation of the internet has altered the rules of doing business significantly. Fast food marketing firms and vendors are therefore leveraging on the internet technology. Marketing fast food online is not without its challenges, but there is a propensity to make profit. It is in the light of these and in an effort to review this global trend that this paper will discuss prospects and problems of online fast food marketing.

Necessary Infrastructure and Tools Required for Online Marketing

Just as would be applicable with a physical store, provision for certain facilities should be set up as noted by Olayiwola *et. al.* (2013), which is in congruence with Anukam and Iweka, (2018). The following are the basic considerations for setting up an online market:

- i. Choosing a Demographic: While everyone certainly needs food to survive, there are many physical supermarkets, convenience stores and luxury food shops for consumers to choose from. Choosing the most appropriate demographic for a particular food product, is one of the challenges a fast food marketer is likely to face. Selling low-priced or low budget brand fast food product would appeal to lower-income or cost-conscious consumers. On the flip side, selling higher-priced food products would appeal more to an affluent community. The real problem is ensuring that the online advertising matches consumer demand. If the majority of consumers are looking for moderately-priced products, it would not be reasonable to advertise the most expensive foods.
- ii. A device like a computer, smart phone or tablet with good configurations that is internet ready and has current facilities to operate.
- iii. Internet network configuration that is fast and reliable for easy access to internet.
- iv. Source of regular power supply such as a power bank, inverter, a UPS or generator to ensure that the devices never go off so customers' orders can be seen promptly.
- v. A website package which should be provided by a web designer to perform audio, graphic, video and text function.
- vi. Establishment of a payment system that is convenient for customers.

- vii. Qualified and experienced I.T Personnel to run the e-marketing facility and attend promptly to customers.
- viii. Security arrangement - The installation and continued update of a program or software that protect customers' identities and their various transactions from fraud.
- ix. Customer Service System- Adequate arrangement and attention should be given to customer care to ensure customer satisfaction and minimize delays or waiting time after orders have been made and taken.

PROSPECTS OF ONLINE FAST FOOD MARKETING

Food delivery has become a highly competitive sector in the last decade. Several food delivery brands all over the world have captured a huge share in the industry (Phau and Poon, 2020). The key aspect that drives this huge market is the busy and fast life of people worldwide. Online sales of fast food is projected to grow driven by urbanization and the increasingly rapid lifestyles of Nigerians, which encourages them to choose a quick fix for their meal requirements. This is especially so, given that the average age of Nigerian consumers is below 30 years (Kenneth, 2019). And the recent COVID-19 pandemic has made more people reliant on online meal ordering. BusinessWire's independent market researchers project that global food delivery market is expected to hit the \$154.34 billion mark in 2023 (Li, *et al.*, 2021).

For fast food, eat-in and physical purchase of food locally referred to "take-away" remained the preferred option up till in 2017 (Awukam and Iweka, 2018). Generally, Nigerian consumers prefer to go out to eat rather than order a takeaway or delivery (Li, *et al.*, 2021). With the advent of COVID-19 in the later part of 2019, business operations and other human activities have been reshaped to embrace digitalization. Dealing with the after effect of the lock-down in 2020 has not been easy for any industry. The pandemic's impact was such that many industries are still trying to recover from economic losses. The dining/catering section of the hospitality industry was hit as physical presence in the outdoor scene was restricted. Many restaurants and fast food outlets adopted online advertisements, marketing and sales to stay afloat (Kenneth, 2019). This strategy saw a lot of fast food vendors make massive sales and post COVID-19, the online shopping for fast food is still experiencing massive patronage. The online community has thus continued to expand, as the majority of businesses strive for an online presence and customer reach. Online food delivery market witnessed a boom in the heat of lockdown and social restrictions, a trend which appears to be gaining more traction by the day (Okoro, 2020).

The entrance of internet technology giants in the market like Google, Amazon, and Uber shows the industry's growth prospects. Even though their entrance has increased the competition to a certain level, it also provides opportunities to small vendors. Since many fast food production companies present a platform for delivery, many sellers now have more options to deliver food online than before (Okoro, 2020).

How Are Multinational And Local Operators Competing And Expanding In Nigeria?

Google announced that it is launching the ability to order food delivery directly from Google Search, Maps and Google Assistant (Lardinos, 2019). Google itself is not getting into the delivery business but is partnering with companies like DoorDash, Postmates, Delivery.com, Slice and ChowNow. The ordering experience, though, is deeply integrated into Google's tools and payments can be made with Google Pay. For restaurants that participate, you would see an

“Order Online” button in Search and Maps when you search for a specific restaurant or cuisine (Lardinos, 2019).

The Role of New Age Media

Drumwright, (2013) has opined that, the focus on consumers and on relationship marketing has paved the way for the emergence of integrated marketing communications.

The use of social media has become a core strategy for reaching and engaging potential customers. Facebook now has more than a billion monthly active users worldwide (Li, *et al.*, 2021), and as of June 2012, more than 85 percent of people that use the internet in the United States used social media. Kenneth, (2019) projected the same scenario in Nigeria. For an average person, having a Facebook profile is a required entry card into a social life that is increasingly played out in the virtual realm.

Social media is currently woven into daily interactions and social relationships as a vehicle for marketing (Okoro, 2021). They orchestrate influence, foster fans, create “brand advocates,” and encourage young people to influence each other. Facebook has created the notion of social advertisements, which turn user behaviors such as “fanning” a product into opportunities that can be orchestrated to go viral.

Lardinos, (2019) opined that some of the largest food and beverage companies are clearly targeting adolescents through social media. To celebrate the 100th-year anniversary of Oreo cookies, for example, Kraft created a social media campaign that encouraged people to send photos, videos, and stories featuring Oreo cookies so they could be “shared with the world.” A hundred-day campaign offered whimsical and eye-catching advertisements each day to the approximately 30 million people who “like” Oreo on Facebook. Between June and August, likes, comments, and shares increased by 110 percent for the brand.

Automation in Fast Food

With the advancement in technology, several food service providers have started automating their processes to reduce the risk of order errors. This has resulted in the use of self-order kiosks in outlets and minimizing the wait time for customers (Sigala, 2018). Moreover, automation will help fast food industry players to increase productivity, enhance quality, and improve brand awareness by maintaining a healthy relationship with end consumers while also providing income for the automation service providers (Phau and Poon, 2020).

Time Efficiency

Consumers of today are much busier than they were before. They want to be served at the earliest. This makes it vital for fast food industry players to work on their speed and consumer convenience. Restaurants lacking in fast customer service won’t be preferred by consumers in the long run. Therefore, fast food industry players need to ensure timely and easy access to food items.

Apparently, a lot of prospects are inherent with the practice of online marketing. Shokan (2006), Kotler and Keller (2006) and Kenneth, (2019) summarized some of the benefits or prospects of e-marketing to include:-

- i. Disintermediation: eliminating middle-men with their associated cost and involve one-on-one marketing where sellers sell to buyers directly.

- ii. Transaction Speed: transaction takes place within seconds and minutes through telephone or other telecoms and electronic media.
- iii. Immediate Feedback: Sellers get immediate feedback about their products which would enable them redesign or improve the quality of products to suit customers taste.
- iv. Low Cost of Selling and Distribution: The e-marketer does not need pay for warehouse/shop as products can be prepared at a desired or convenient location. Hiring sales agents or persons would be optional. This makes products sold through this means relatively cheap. Also for the buyer, there is an elimination of hazards of road accidents for vulnerable persons while sourcing for products and services.
- v. Provision of a Possibility for Large Transactions: E-marketing platforms connects millions of buyers worldwide via the world-wide-web. Hence, millions of buyers entails greater sales and by extension profitability.
- vi. Wider Scope of Market: Unlike the traditional physical fast-food outlets, that markets products and services to people in a specific geographic area, the reach of e-marketing is wide as it links up buyers and sellers who are in various locations in a city.
- vii. Closer and direct relationship exist between the buyer and the seller. This guarantees customer retention as it entails exchange of information.
- viii. Customization of Products and Services: Since information pertaining to customers is at the disposal of the e-marketer as a sort of "data bank", the seller is better equipped to provide the numerous customers with bespoke products and services which is different from the standard products available in the market.
- ix. 24/7/365 Services: Online marketing avails the sellers the opportunity to sell their products and services 24 hours a day, 7 days a week and 365 days in a year without observing weekend breaks or not selling in the night time as they so decide. It provides round the clock access to products and services.

Problems of online fast food marketing

While pure technology driven service delivery may yield efficient results for brands, service managers may need to retain some level of human contact, particularly for customers that would prefer non technology-driven interaction. Persons with disabilities, low digital literacy skills the elderly and the vulnerable would most like prefer non-technology interactions (Fisk, *et al.*, 2018).

Legislative Issues

There are no set worldwide marketing laws or legislation, therefore different countries have the option of adopting their own legislation with regards to fast food marketing standards (Chandon, 2012). These standards are usually based on the values, culture and ethics of a particular country (Kaynak, 2019). Many countries worldwide have created laws in order to limit food marketing towards children with the goal of reducing obesity levels (Wansink, 2012) because obesity has been proven to have an increased significantly with a link to the increase of food marketing and advertising in the society.

Food Fraud

Aside from the fairly obvious supply and logistics issues the pandemic has presented, the conditions brewed by COVID-19 gave (and still is giving) ample opportunity for food criminals. A surge in demand coupled with economic downturn for some meant the priority was getting food on shelves and tables as cheaply as possible, opening the door for disingenuous operators to move in. Some consumers are not able to ask about quality of food or ask for any specialized diet foods (Phau and Poon, 2021). It is more difficult to ask for gluten free or allergy free foods with online ordering. Also, it is more possible for a customer to place an order, but never pick up the order which can lead to waste of food and possibly a loss of profits.

In another vein, some fast food vendors display heavily edited images of their food and snacks with exaggerated garnishes. Upon order and purchase, what is eventually delivered is not what was advertised.

Disadvantage of Electronic Ordering App

Drumwright, (2013) opined that about 27 percent of the customers admit that while ordering food online, the site is slow; followed by 26 percent complaining of the delivery time being longer than expected. Whereas 24 percent complain that the site does not open on time and the least being 19 percent say the follow-up service is poor.

Some of the common problems that have been deduced to be responsible for the slow pace of online marketing application in Nigeria include the following: Kenneth, (2019) which is congruent with Onuoha, (2010).

- i. Scale of Operation: many individuals are not capable of raising funds to establish and run digital marketing platforms which is obviously expensive to install and maintain.
- ii. Security Concerns: There is the challenge of a determined mode and security of payment. Internet fraud or cyber-crimes are increasing at an alarming rate, as a result eroding the confidence of potential and intending online marketing shoppers and sellers.
- iii. Irregular power supply or total absence of power supply in some locations continues to impede online marketing application in countries like Nigeria as online marketing facilities depends on a reasonable supply of electricity to operate.
- iv. Poor internet Service: No doubt, poor network service has been blamed for the low rate of digital marketing applications. Most internet service providers in developing countries like, Nigeria experience fluctuations in their network. This affects smooth digital marketing operation.
- v. High installation Cost: The cost of facilities required to effectively run a full digital marketing is daunting. This is not unconnected with the high inflation and exchange rates prevalent in the recent times, post COVID-19. The installation cost includes the cost of computers, generators, web designs and fees of ICT experts.

Recommendations

1. Fast food service providers offering online orders options should analyse and improve the performance of their website, periodically review and take necessary measures to help the consumers by providing friendly access to websites.
2. Take adequate measures in improving the quality of service and access to portals.
3. Digital service providers should constantly review their structures according to customer preference segments; that is, to accommodate online shoppers and on-site guests to maintain relevance.
4. Adequate security measures should be put in place to protect online buyers and to allay their fears.
5. Efforts should be made by the government at all level to improve power supply.
6. Computer literacy should be given attention in schools.
7. Online buyers should be given incentives, for instance, free small snacks or chops for large orders or discounts for opting to pay before delivery of order. This is to promote online buying culture.
8. Products advertised online should be a replica of what they represent in reality. Editing pictures to make products appear more attractive and appealing than they naturally would be is misleading and should be avoided.

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EDUCATIONAL RESEARCH: AN ESSENTIAL TOOL FOR MANAGING AND PREVENTING THE SPREAD OF COVID-19 PANDEMIC

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Abstract

The outbreak of corona virus (covid-19) which originated from the city of Wuhan, China has become a major challenge not only to public health, but in all sectors of the economy across the globe. The pandemic has led to partial lockdown of human activities in various part of the world. Coronavirus (covs) are known to be a large group of diseases such as common cold, middle east respiratory syndrome (MERS. COV) and severe acute respiratory syndrome (SARS-COV). SARS has much higher case mortality rate (10%) compared with covid-19 (between 20%-4% and a much lower case mortality rate than Avian flu (60%). The covid 19- has become a public health emergency of international concern. The aim of this paper therefore is to find out how educational research can seen collaboration with laboratory science to bring up ways and measures of controlling, preventing and managing covid-19 from further spread and to help control the epidemic situation in Nigeria. These include limiting droplet loads, frequent hand washing, PPE, determination of research workers, lockdown measures, early warnings, vaccination, amongst others.

Introduction

Literally, research means search again, but carefully for the truth, and accuracy. It is a careful search for the truth (knowledge). Etymologically (i.e from the roots or origin of words), research comes from the French word “recherché”, which means a careful search. Hence, etymologically, research refers to a systematic search for the solution to an identified problem. It is systematic because the steps follows laid down rules or due process. It is not done haphazardly or by impulse. By systematic, it also presuppose that research begins with problem identification. Hence, no problem, no research. Therefore, we can say that research is problem solving. It is the most important subject in the world because all subjects collapse after first

degree, but it is only research that remains. Masters and PhD are researches in different fields. While Bachelor degree holders are consumers of knowledge, masters and doctorate degree holders are producers of knowledge, and they do so through quality research.

To this end, Idika (2015), would defined research as the search for dependable solutions to problems using a scientific method that follows a clearly defined procedure which begins with a problem identification and definition, review of related literature, formulation of hypotheses, design of study, data collection and analysis, interpretation of results and conclusion, and necessary recommendations made. Ayang (2015), avers that research involves the collection, evaluation and organization of enough information on a particular problem area in order to arrive at valid conclusion.

In Nigeria as in other part of the world, research is primarily carried out at the tertiary level of education. Premise on this idika (2015), opined that the role of universities in providing environment for research, teaching and learning cannot be over emphasized. The environment includes the provision of the research inputs that will make the attainment of universities goal and national development possible. Countries like U.S.A, Germany, Britain, Rucia etc; play the role of maintaining research infrastructure in all existing academic disciplines and creating new discipline with the aim of resolving or attempting to resolve unending human problem like the current world greatest enemy “covid-19 pandemic”.

Tertiary education are centres of knowledge generation and their role aptly reflects in the national policy on education which states that goals of tertiary institution shall be pursued through teachings, research and development, generating and dissemination of knowledge (Federal Republic of Nigeria, 2004). It is worthy of note that the research involvement of tertiary institutions provide basis for discovery of new knowledge.

Origin of Covid-19 pandemic/research impact.

The coronavirus pandemic has triggered in unprecedented research worldwide. The impact of research in progress at the time of the pandemic, the important and challenges of real time pandemic research, research, the importance of medical sciences are all highlighted during and within the pandemic. The pandemic will have a long lasting impact on our today world, including research and bio-medical research enterprise. It is therefore important to recognise and address opportunities as strategies and challenges of research and strengthening research workforce.

The first case of what is known as SARS –COV-2 infection, termed COVID-19, were reported in wuhan region of China in December 2019 as cases of fatal Pneumonia. By February 26, 2020, COVID-19 had been reported on all continents of the world except Antarctica. As of May 4, 2020, 3.53 million cases and 248,169 deaths have been reported from 210 countries. (Paediatric Research, 2020).

On January 30, 2020, the world health organisation (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase, 2020). The novel corona virus was initially named 2019-ncov and officially as severe acute respiratory syndrome corona virus 2 (SARSCOV-2). WHO also reported that as of February 26, covid-19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO 2020):

Recent research similar to SARS-COV and middle East respiratory syndrome corona virus (MERS-COV), SARSCOV-2 is zootoxic with Chinese horseshoe bats (*Rhinolophus Sinicus*) being the most probable origin. Relevant data from National Health Commission of

China (2020) avers that the proportion of severe cases among all patients with covid-19 in China was about 15%-25%. Majority of patients experienced fever and dry cough while some also had shortness of breath, fatigue and other atypical symptoms such as muscle pain, confusion, headache, sore throat, diarrhea and vomiting. Among the patients that underwent chest computed tomography (CT), most of them showed bilateral pneumonia with evidence of ground-glass opacity and bilateral patchy shadows being the most common methods. Among hospitalized patients in China (Wuhan) about one fourth to one-third developed serious complications, such as acute respiratory distress syndrome, arrhythmia, and shock, and were therefore transferred to the intensive care unit for resourcesitation. In all and all older people and the existence of underlying co-morbidities such as diabetes hypertension, and cardiovascular disease were associated with poorer prognosis.

Man has always had to deal with disease through continual investigation into disease cases. He inhabits this planet with myriads of other living organisms some of which are invisible to the naked eyes. Most of these organisms (over 500,000 species) are beneficial to man but a relatively few hundred species of them afflict man and cause disease. Okon and Aniekan (2015). The environment that surround us harbours dangers and one of the most significant of these is communicable diseases of which corona virus is one of such. Researchers in the area of diseases control informed that diseases that affect the human race are lurk in the air, are present in the food and drinks we take, can result from bite of animals and from direct contact with each other.

The impact of covid-19 on human history

Okon and Aniekan (2015), in their corporate research reported that diseases have had a dramatic impact on human history for most of the thousands of years that man has existed on earth. To this end, the world health organization (WHO) estimated that over 13 million people worldwide die each year from infections and parasitic diseases. Of these, poor people, women, children and the elderly are the most vulnerable. This is a case in the 21st century where infectious diseases continue to reduce the human populace.

Man according to Okon and Aniekan (2015) has always sought to understand and explain the occurrence of diseases and death. Some of the early concept and theories and discoveries that led to the understanding of diseases, and their dynamics are worth giving explanation.

Supernatural causes of diseases.

In most of human history, people believed in the supernatural as the cause of illness. In most communities people who became sick were thought to have provoked the anger of the gods or spirits. The Bible believers also attribute illness to punishment by God for sinful act. The plagues in the Bible are readily called as evidence for this: if any man shall add unto these things, God shall add unto him the plagues that are written in this book (Rev 22:18). This theory collapse as researchers developed other credible theories of disease causation.

The Miasma Theory

This theory held that diseases were caused by a miasma, (a Greek word for pollution) noxious form of bad air. Miasma was regarded as a poisonous vapour or mist loaded with particles from decomposed matter (Miasmata),that caused diseases. Thus, the miasma idea was that disease were the product of environmental factors such as contaminated water, foul air and

poor hygienic conditions in the environment. The theory held that the resulting infection was not passed between individuals but would affect victims within the local from which such vapours emanated. It was identifiable by its full smell. This was one of the dominant theories of diseases causation before the 19th century.

The epidemiologic Triangle of diseases causation.

This theory holds that not all persons exposed to infectious agent contracts diseases. This implies that it is not only the causative agent that is responsible for diseases but there are other features related to the host, man or animal, as well as environment which contribute.

Mode of transmission of coronavirus.

Coronavirus can be transmitted like every other communicable diseases. Basically, it can be transmitted in two ways- directly and indirectly. In direct transmission, the disease agent is passed on directly from person to person while indirect transmissions a common vehicle or vector is required. Common vehicles could be contaminated water, air, food, etc. the virus is spread primarily by direct contact with a patient or Aerosols from nasal spray.

(See fig 1) **air born disease**

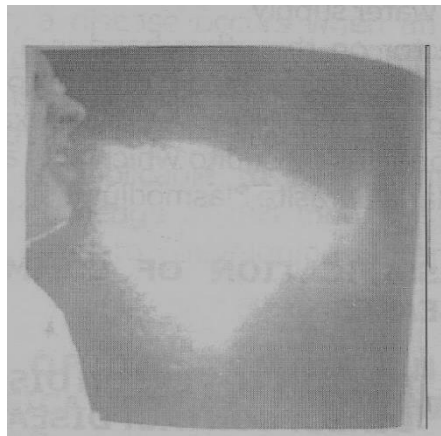


Fig 1: Aerosols from a nasal spray.

The spray is generated in a sneeze from affected person. Most respiratory diseases are spread almost exclusively by this common mode. It is worthy of note that micro- organisms found in the air are derived from people, animals, soil, water, plants and other sources. A good amount of droplets are also discharged during coughing and talking. In a single sneeze bacteria's are spread into the air. Common vehicle through which covid-19 virus can be transmitted include surfaces shared by people such as toilet seats, door knobs, bank and hospital rails, etc.

Strategies for managing/ controlling covid-19 pandemic

As pointed out earlier, a communicable disease occurs when the causative agent comes into contact with a susceptible host. The management, prevention and control measures are therefore directed at both individual and the public. The covid-19 can survive for days on surfaces like phones, door knobs, syringes etc. droplets that carries bacteria are also suspended in the air.

A. Individual measures:

- i On personal basis, individual can limit droplet load by covering the mouth with the elbow while coughing and using handkerchiefs or paper napkins to prevent Aerosol from sneeze.

Frequent hand washing with liquid soap should be a regular affair. The hands after a thorough wash should be dried with air dryer or towel. The recent outbreak of covid-19 has forced us to practice what ought to be a habit-hand washing

- ii For health workers, use of personal protective equipment (PPE) such as disposable plastic gloves and, in vulnerable areas, face masks should be practiced. Tables and counter tops must be wiped regularly with bleach solution

B. Institutional- public health measures:

i. Determination of research workers:

Determination of top research priority for covid-19 is still a major challenge for researchers both in the medical and educational Institutions. The research team response should include strategic steps towards an in-depth studies geared toward discovering antidotes to control virus through surveillance, diagnosis, prevention, vaccines development, risk management, collaboration across the research sectors. In view of public health care services, such guidance should include patient management, infection control, laboratory testing, environmental cleaning, worker safety or international travel.

Research works are to be conducted to response rapidly and effectively to such an emerging pathogen. A major issue for the researcher is to help policy makers understand the pathophysiological and historical pictures of the virus. The risks associated with the covid-19 infections are currently very high due to rapid disease transmission and its effect.

ii. Lockdown measures.

Lockdown measures, closure of schools, non-essential work places, travel restriction on social gathering, social distancing, border control, rapid and science based assessment, rapid testing and contact tracing, community transmission control measures, promotion of hand washing hygiene, medical preparedness, ICU and ventilator facilities, safeguarding health care professionals, government, public and private hospitals and public health experts are all management and control measures to prevent the spread of coronavirus by different countries.(health care 2021).

iii. Early warning to the public.

To be forewarned is to be forearmed. Early warning system is a measure necessary for covid-19 prevention. It is necessary to implement early warning systems that indicate possible outbreak and increased risks to raise preparedness. Community based intervention such as staying at home, social distance, working remotely and school dismissal can help slow down the pace of covid-19 spread. Researchers should encourage individuals to practice everyday prevention measures as mentioned above.

iv. Vaccination

Vaccination is often carried out for vaccine preventable diseases like coronavirus, whooping, cough, tetanus, polio, measles etc. the Federal Government of Nigeria is making move to vaccinate all civil servant across the nation through an aggressive national programme of immunization for the citizenry. This is one way of covid-19 management and control. The government and health workers deserve commendation for this.

v. Serologic tests: molecular biology techniques have made it possible to develop serologic test which have become a vital diagnostic test for many diseases. It is thus possible to screen people for a specific ailment. Such test have been useful in identifying persons infected with covid-19 placing them on treatment in order to prevent further spread.

vi. Surveillance: another method of possible management and prevention of covid-19 is to place people on surveillance. The oxford English dictionary defines surveillance as “watch” or “guard” kept over a person especially a person under investigation. With respect to study of disease Okon (2015) opined that surveillance initially referred to a close observation of persons exposed to a communicable disease to detect early symptoms and institute prompt isolation control measures. In an important sense, surveillance refers to systematic collection, analysis, interpretation of health information by means of reports. World Health Organization (WHO), the objective of surveillance is to use appropriate epidemiologic method to guide the control of diseases.

vii. International Travel Vaccination Requirements

The coronavirus is not a respecter of geographical boundaries. It can travel as fast as the person hosting the pathogen. With the coming of covid-19 countries now require international certificates of vaccination before entry. Apart from yellow fever vaccination, people travelling to other countries are expected to take covid-19 vaccines. The aim is to avoid further spread of the pandemic.

The roles of Research in the management of covid-19 pandemic

i. Institutional research management

A highly professionalized function that is related to conduct and funding of research globally. It requires establishment of research activities of institutions thus, research can serve the purpose of packaging proposals, contract and grant management, among others

ii. Multi-disciplinary research

Collaboration is one that has different experts from different disciplines working as a team to achieve common goals. Even though educational researchers work within the confines of their own field, in this era of pandemic, however, collaboration with medical sciences would be of more benefit in terms of exploits in the field of science.

iii. Peer review process

This method can be adopted by research workers to evaluate products and services to determine the extent of attainment of the objectives, provide feed back on how to improve management cases of the pandemic which are publishable on manuscripts.

iv. Research training

This is geared toward building research competence of staff by exposing them to research methodology to provide and encourage information sharing, networking and dissemination of research findings. Research indicates a very strong contribution to the threshold of knowledge. It is only scientific research that can be employed to fight against covid-19 virus

Conclusion

The outbreak of coronavirus has shaken the world of its strength in fact, looking at the trend of the pandemic, it seems that it is something we are going to live with for a long period of time. There is no doubt that we are going to experience setbacks in the development of educational, religious, and political system of Nigeria if the corona virus is not properly handle with research tools and adequate government policies to curb the pandemic. The paper highlights the role of research in the management of the pandemic of our time.

Recommendations

1. Researchers should respond rapidly and effectively to such an emerging pathogen. The research can help policy makers to understand the pathophysiology and historical picture of the virus.
2. Educational institutions and other research staff should provide the needed research infrastructure, insist on compliance with criteria and expectation in the process output.
3. There is need to bridge research gap to policy involvement of practitioners.
4. It is necessary to implement early warning systems that may cause possible outbreak of communicable disease or increased risk to raise preparedness.

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EFFECT OF COVID-19 ON FISH PRODUCTION AND MARKETING VALUE IN KABBA/BUNU L.G.A. OF KOGI STATE

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Abstract

The study examined the challenges of fish production and marketing value and the additional effect of COVID 19 on this source of livelihood in kabba/bunu L.G.A. of Kogi State. Marketing of fish was faced with more problems, after the covid-19 pandemic, among which are; increased cost of fish production, transportation cost from where these fish are brought to the market, the perishable nature of fish, the market price of fish fluctuation, the number of Persons involved in the production of fish, preservation and packaging. The study examined the social economic status of fish farmers in Kabba/Bunu, the level of fish production in Kabba/Bunu and the marketing value of fish in Kabba/Bunu. A questionnaire was designed mainly to find out personal information about the respondent and to enable the researcher obtain the opinion of farmers / marketers as regard to the effect of COVID-19 pandemic on fish production and marketing value in the area of the study. It was thus established after the COVID-19 pandemic that, fish production dropped drastically. It is only the males that practice culture fisheries actively in Kabba – Bunu L.G.A and female in most cases are the sellers of fish in Kabba – Bunu Local Government Area, though male involved in selling fish are Hausas. It was recommended therefore that Government should improve on the electrification of rural areas, provide water supply for the fish farmers as these will enable them to raise the fish efficiently and as expected, and should provide credit facility to enable marketers to expand their businesses. Women fish marketers should be encouraged to improve their educational status and to participate actively in cooperations as this will enable them to improve their business capacity. The covid 19 pandemic has caused so many fish farms fold up as prices of maintaining a fish farm has increased .

Key words: Covic-19 Pandemic, fish Production, Marketing Value

Introduction

Fish farming is the principal form of aquaculture which involve raising fish in tanks, enclosures or ponds either for consumption or commercial purpose.

There is a high level of poverty in some places in Nigeria especially in the rural areas, therefore there is need to find means of improving their living standard through the exploration of such great potential as fish production. One of the ways of doing this is to find out the problems facing fish farming and fish production.

The COVID-19 pandemic has turned out to be the most significant disruptive event witnessed by this generation ranging from mainstreaming remote working, cutting global travel to a comprehensive digital shift, the outbreak has changed the way businesses are executed. This transformational effect is not momentary; is significant and is here to stay. Under these settings, most enterprises have difficulty in operating. Especially, for small and medium-sized enterprises, these problems are more serious than for other enterprises as a result of the considerable decline in the demand for goods and service.

Fish culturing in agriculture supplement the natural methods of fish growth and harvest and it provides a method of producing desirable breeds of fish through the use of scientific methods and feeding of stock. Fish and fishery product has been a vital and affordable source of high-quality protein, especially in the world poorest nations in 2018, fish supplied more than 3.5 million people with at least 15 percent of their average animal protein intake.

Therefore, maintaining the long term prosperity and sustainability of fish production and marketing is not only political and socially significant but also of economic and ecologically important (Ye, and Cochrane, 2011).

Finally, fish production and marketing provides employment and income earning opportunities for considerable families and employment scarce coastal countries (Sanchirico and Willen, 2007). Fishery production and marketing make substantial contribution to employment and GNP; therefore, it has the significant importance in Nigeria economy due to its roles in domestic and foreign markets because

Nigeria has extremely inappropriate conditions especially in culture fisheries. Over many decades, series of research questions or topics has been done regarding fish production but the major importance of fishery as not being promoted to limelight. This motivated the researcher to write on the topic; the important of fish production and marketing value a case study in kabba L. G.A. Kogi state.

Statement of the Problem

Nigeria is a developing country and animal protein is essential in our diets. The cost of animal protein is high and so children under 6 years are often malnourished due to lack of consumption of fish as the pandemic has yet increased this problem. Animal protein from other sources such as beef, mutton, bacon and pork are quite expensive, prohibited by some religion and not as sufficient as the fish protein. Fish is so far the cheapest source of animal protein and very important for growth and development of an economy. Despite the numerous uses of fish, the after effect of COVID-19 issues, resulted to very high price of producing and marketing fish, as the average man cannot afford to get fish cheaply, ranging from problems of transportation, preservation and marketing, all of these add up to the cost of production which eventually results to the final consumer paying above the normal price. Fish production in recent years has been driven by the rapid expansion of aquaculture in Asia, it is developing more slowly in Africa.

Marketing of fish is faced with a lot of problem, after the covid-19 pandemic, among which are; the cost of production, the distance of where these fish are caught to the market, the

perishable nature of fish, the market for fish, the number of Persons involved in the production of fish, preservation and packaging.

Objective of the Study

The major objective of the research is to analyze the effect of COVID-19 pandemic on fish production and its marketing value in Kabba/Bunu L.G.A. of Kogi State, the specific objective is to:

- (i) Examine the social economic characteristic of fish farmer in Kabba/Bunu
- (ii) Determine the level of fish production in Kabba/Bunu
- (iii) Determine the marketing value of fish in Kabba/Bunu.

Research Question

- (i) What is the socio- economic effect of the pandemic amongst fish farmers?
- (ii) What are the levels of fish production in Kabba/Bunu L.G.A.?
- (iii) What are the marketing values of fish farming in Kabba/Bunu L. G. A. of Kogi State?

Socio-Economic Characteristic of Fish Farmers

In most parts of Nigeria, especially south western part, fish marketing whether in the life or processed form is mostly done by women (kingdom and Alfred-Ockiya, 2009). Over the years, Fish marketing have become such an important occupation among the women folk that some women inherit the enterprise from their mother's.

Adewumi I. (2010), opined that in rural communities where women are predominating engaged in fish handling, processing and marketing, most families depend mainly on the free fish supplied by the women of the household for food and the income derived from the enterprise is used for household upkeep, thus the contribution of fish marketing to livelihoods, especially in rural and semi urban Nigeria is apparent, even after the COVID-19 pandemic.

The socio economic characteristics of production, investment, income and expenditure patterns of people living in a particular location strongly influence their response to the technological changes and participation in the developmental schemes. However, lack of authentic information on the socio economic condition on the target group and regular updating of information is one of the serious impediments in the successful implementation of the developmental programs, conducted by various research workers in fisheries sectors in different regions of the country to study one or the other perimeter of the fish farming (Pandey and Upadhayay, 2012;Pandey, De and Hijam, 2014). Several attempt had been carried out on similar study in Kabba, where Odoma, Omada and Emeje (2018) before the COVID-19 pandemic studied "the problem and prospect of fish production in Kabba/Bunu L.G.A".

Is quite obvious that the main problem among the fish farmers in the Area is lack of water availability, source of good fingerlings, cost of feed and market outlets in improving fishing in Kabba/Bunu and the likely area in Nigeria, there must be collective efforts by forming Co-operative Union in order to mediate between interested farmers and the Government in acquiring good source of water especially the use of borehole, fish feed and market structure. The problems identified in the study definitely lead to the farmers very low or no profit during production. This has at a long run led to discouragement in the business and some farmers stopped production while others reduced their stocking density. (Odoma, Omada and Emeje, 2018).

Research Design

The research work adopted survey research design in order to obtain valuable and reliable data in writing this work, the research design a set of questionnaire mainly to find out personal information about the respondent and to enable him obtain the option of farmers and / or marketers as regard to the effect of COVID-19 pandemic on fish production and it marketing value in the area of study.

Population of this Study

The researcher selected 25 respondents for the study, 20 fish marketers and 5 fish farmers in Kabba/Bunu Local Government Area which were selected randomly by the researcher as the population of the study. The villages selected are Okebukun, Odo-Ape, Ayede, Kabba town, Egbeda and Kakun respectively.

Sampling and Sampling Procedure

The sampling procedure was based on the fish farmers and/ or marketers' location and was randomly selected in each village of the study covered.

Simple random sampling was used to select 20 fish marketers and 5 fish farmer which amounts to 25 respondents. 4 fish marketers from Okebukun, 4 fish marketers from Kabba town, 4 fish marketers from Aiyede and 4 fish marketers from Egbeda and 4 from Kakun (Ikopa). One fish producer was selected from each of the aforementioned villages.

Instrument for Data Collection

The instrument for this study was organized items of questionnaire, distributed to farmers and marketers. The questionnaire was developed considering the importance of fish production and it marketing value among other component to be suitable for the research topic.

The questionnaire was collected in the area and the researchers paramount aim was to see that the entire questionnaire gets to him for the analysis of the data collected in order to suit and evaluate his research work.

Method of data analysis was;
$$\frac{\text{Total Number of respondent} \times 100}{\text{Total Frequency.}}$$

RESULTS ANALYSIS

Research Question 1: what is the socio economic characteristics of fish farmers/marketers in Kabba/Bunu?

Table 1: Socio Economic characteristics of fish farmer/marketer.

S/N	Characteristics	Frequency	Percentage
Marketers			
1.	Ages		
	21-30	9	45%
	31-40	3	15%
	41-50	6	30%
	51-60	2	10%
	61 and above	-	-
2.	Sex		
	M	1	5%
	F	19	95%
3.	Marital status		
	Single	8	40%
	Married	12	60%
4.	Level of Education		
	Informal	3	15%
	Primary	10	50%
	Secondary	6	30%
	Tertiary	1	5%

Research Question 2: What is the level of fish production in Kabba/Bunu?

Table 2: Determination of the level of fish production in Kabba/Bunu

S/N	Fish production	Frequency	Percentage %
1.	Types of fish		
	Cat fish	4	80
	Tilapia	1	20
	Others	-	-
2.	Types of fish pond		
	Concrete	3	60
	Earthen	-	-
	Both	2	40
3.	Sources of supply		
	Kabba	1	20
	Lokoja	1	20
	Ibadan	3	60
	Others	-	-
4.	Capacity of fish farm		
	50-200	-	-
	201-350	1	20
	351-500	1	20
	501 and above	3	60
5.	How long in production		
	1-5years	2	40
		149	

	6-10years	2	40
	11-15years	1	20
	16years and above	-	-
6.	How can you raise sell of fish in your farm:		
	Very high	2	40
	High	2	40
	Moderate	2	20
	Low	-	-
	Very low	-	-
7.	Source of finance		
	Friends and relatives	-	-
	Cooperative society	3	60
	Commercial Bank	-	-
	Government	2	40
8.	Rating of marketing values of fish		
	Very high	2	40
	High	1	20
	Moderate	2	40
	Low	-	-
9.	What do you use for feeding		
	Imported feed	4	80
	Self formulated	1	20
10.	How do you add value to your fish production		
	Smoking / dry	4	80
	Freezing	-	-
	Canning	-	-
	None	1	20
11.	Source of employment in your fish farm		
	Yes	3	60
	No	2	40
12.	Accommodation of apprenticeship		
	Yes	4	80
	No	1	20
13.	Do you rely on own fish farm for survival		
	Yes	-	-
	No	5	100
14.	Any asset from fish production		
	Yes	4	80
	No	1	20
15.	Any form of credit facilities		
	Yes	3	60
	No	2	40
16.	Any challenges with feed		
	Yes	2	40
	No	3	60

17.	Water problem		
	Yes	3	60
	No	2	40
18.	Do you sell to middle men		
	Yes	5	100
	No	-	-

Research Question 3: What is the marketing value of fish in Kabba/Bunu?

Table 3: Determine the marketing value of fish.

S/N	Marketing value	Frequency	Percentage
1.	How long in business		
	1-5	13	65%
	6-10	3	15%
	11-15	3	15%
	16 years and above	1	5%
2.	Types of fish sold		
	Life	2	10%
	Frozen	-	-
	Dry	18	90%
3.	Types of marketer		
	Retailer	12	60%
	Wholesaler	8	40%
4.	Rating fish value		
	Very high	3	15%
	High	3	15%
	Moderate	9	45%
	Low	5	25%
5.	Source of finance		
	Friends	4	20%
	Family	3	15%
	Cooperatives	9	45%
	Bank	2	10%
	Others	2	10%
6.	Is fish marketing your major occupation		
	Yes	9	45%
	No	11	55%
7.	What determine pricing		
	Season	5	25%
	Distance from source	6	30%
	Fish size	9	45%
8.	Source of fish supply		
	Stream	3	15%

	Cold room	-	-
	Fish farm	14	70%
	Others	3	15%
9.	Does marketing of fish brings forth high return		
	Yes	14	70%
	No	6	30%
10.	If No, why?		
	Price fluctuation	4	66.7%
	High cost of transportation	-	-
	Spoilage	2	33.3%
	Middle men		
11.	Any form of credit facility		
	Yes	15	75%
	No	5	25%
12.	Do you have employee?		
	Yes	8	40%
	No	12	60%
13.	Do they add to your value?		
	Yes	6	30%
	No	14	70%
14.	Any asset from your marketing?		
	Yes	9	45%
	No	11	55%
15.	Do you rely on own fish marketing for survival		
	Yes	12	60%
	No	8	40%

Discussion

It was discovered that due to high number of respondents (50%) with primary education involve in the marketing of fish that is half of the population. This shows that if new innovations are introduced, it will be difficult for them to adapt to the new technology compared to those with secondary and tertiary. It was discovered in the findings that marketing of fish was dominated by females. This is in line with the work of kingdom and Alfred – Ockiya (2009) who noted that in most part of Nigeria, especially south western, fish marketing whether in the live or processed form is mostly done by women. It also shows that the number of females involved in marketing of fish is greater than males. It was discovered that the types of sellers involved in fish marketing are mostly retailers, these account for more than half of the respondents (60%). It was also discovered that most of the fish marketers sources their finances from cooperatives. That most of the retailers does not rely on fish marketing only for survival, these means they have other sources of generating income. That the marketers lack local preservation which extend duration of fish. This is in agreement with Cheke (2014) who noted that fish begin a highly perishable commodity, high post-harvest losses are common due to lack of proper handling on board. From the findings, the number of respondent who don't make any asset form their fish marketing is high due to lack of government support compared to those

that make asset. The research findings showed that though the government supports the sector of agriculture, more needs to be done as it seems not enough.

It was observed that people involve in the production of fish are more male to female, all the respondents are male and also discovered that people involved in production of fish are single, it was also discovered that people involved in the production of fish are mostly educated. It was discovered that people involved in the production of fish are mostly raising catfish and people raising tilapia are also raising catfish preferring concrete pond rather than earthen pond. It was also discovered that most of the respondents sources their supply from Ibadan compared to people who source their own from Kabba, Lokoja and Lagos.

Conclusion

The study focused on the problems of marketing of fish after the COVID-19 pandemic as associated with it in Kabba – Bunu Local Government Area of Kogi State. The results obtained showed that fish marketing greatly reduced. It is thus established after the COVID-19 pandemic that fish farmers and marketers be motivated as cost of transportation, feeding of the fish, buying drugs for fish, and marketing is now more expensive for low income earners as such affecting the economy of our country.

The major importance of fish production and its marketing value is that, it provides employment opportunities for the youth and people who see fish business as one of the most lucrative business in Nigeria today.

The government as well does not pay much attention to the fishing sector in the area. This has brought about low production, malnutrition among children and inability of adult to eat a balanced diet/meal because of the availability of the product. There are no rivers where fish can be captured in the study areas and the numbers of persons involved in aquaculture are very few.

Recommendation

The importance of fish and its marketing value can be improved on if the following recommendations are put in place:

1. Government should improve on the Electrification of rural areas.
2. Government should provide water supply for the fish farmers as these will enable them to raise the fish efficiently and as expected.
3. The government should provide credit facility to enable marketers to expand their businesses
4. Women fish marketers should be encouraged to improve their educational status and to participate actively in cooperations as this will enable them to improve their business.
5. sources of water should be made available for the fish farmers to improve on their yield.
6. The extension officers should endeavor to educate farmers and the general public especially the youth to go into fish farming (aquaculture); This should be a continuous process.
7. The price fixed for fish sales should be regulated by the government, there should not be price fluctuation amongst the fish farmers.
8. People should engage themselves in eating of fish, this add more value to our diet and health as such we build immunity against diseases like covid.

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IMPACT OF COVID-19 PANDEMIC ON EARLY CHILDHOOD EDUCATION IN NIGERIA

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Abstract

The COVID-19 pandemic is having a devastating effect on education. Prior to the outbreak, the Nigerian education system relied solely on face-to-face instruction and learning in primary and intermediate schools. Primary and secondary school students were not permitted to own or be seen with any digital device, such as a phone or computer, in the classroom. Following the COVID-19 pandemic's development of the lockdown condition and school closure, both teachers and students were at a loss as to how to continue studying in the face of the pandemic. This study investigated the challenges posed by, and the impacts of COVID-19 on early childhood Education in Nigeria. The paper was a positional paper designed to explore the impact of covid 19 pandemic on early childhood education. Analysis of reviewed literatures showed that the challenges of education during the COVID-19 pandemic in general which include the early childhood in particular include school closure, poor learning, unequal access to education opportunities and poor skills. Further, the pandemic negatively impacts education, causing poor school enrollment, inequality in education, poor achievement, poor school health and challenges in school assessment and transition in early childhood education. It was concluded that COVID19 has negatively affected early childhood education in Nigeria particularly in Delta State. Implications for practice policy and practice of electronic learning (e-learning) on early childhood education were discussed.

Keywords: *COVID-19, Education, early childhood education, covid-19*

Introduction

Education is the bedrock of any nation's development. It creates the framework for all other institutions in a nation's growth and development. Any threat to the educational system is a threat to the progress of the country. Therefore, the relevance of education to human development has been clearly documented, stressing education's pivotal significance in national and individual inclusive growth and development (Fägerlind & Saha, 2016; Griffin, Care, & McGaw, 2012). Education is a means of self enhancement in through knowledge, attitude, practices and skills is transmitted from generations to generation. It is also a means positive habits are learning, negative ones are discarded through learning and information. The value of education for a country's economic, social, and moral development cannot be

overstated. Since the development of the novel coronavirus disease in 2019, education at all levels has been jeopardized, which is cause for serious concern (COVID-19). Since the corona virus was found in early 2020 and has been spreading across the globe, including Nigeria, the educational system has been one of the sections of the country's economy that has been severely impacted. Pupils/students' academy effectiveness has been harmed as the system has changed its means and techniques of operation to a considerable extent. This alteration and interference with educational systems and practices has a substantial impact on the early childhood educational system, as their learning is based on intimate contact, which goes against the novel corona virus's protective measures.

Concept of Covid-19

COVID-19 is a new coronavirus strain that causes disease. The letters 'CO' stand for corona, 'VI' for virus, and 'D' for disease, with the number 19 indicating the year of the occurrence. This disease was previously known as the 2019 novel coronavirus, or 2019-nCoV. The COVID-19 virus is a novel virus that belongs to the same virus family as SARS (Severe Acute Respiratory Syndrome) and several common colds (WHO, 2020). Coronavirus gets its name from the Latin word corona, which means crown or halo. It appears to be enveloped by a solar corona under an electron microscope (WHO, 2020). Coronavirus gets its name from the Latin word corona, which means crown or halo. The appears to be encircled by a solar corona under an electron microscope (WHO, 2020).

Coronavirus gets its name from the Latin word corona, which means crown or halo. The appears to be encircled by a solar corona under an electron microscope (WHO, 2020). Coronavirus illness 2019, often known as Covid-19, is an infectious disease (Moore, 2020; Ohia et al., 2020). SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2) is the virus that causes the disease (Harapan, Itoh, Yufika, Winardi, Keam, & Mudatsir, 2020; Ohia et al., 2020). Fever, cough, shortness of breath, sore throat, runny nose, and sneezing are some of the symptoms (Harapan, Itoh, Yufika, Winardi, Keam, & Mudatsir, 2020; Ohia et al., 2020; Unhale et al., 2020).

The coronavirus sickness is a highly infectious disease that has afflicted the global population since December 2019 and continues to do so. Fever, cough, shortness of breath, sore throat, runny nose, and sneezing are some of the symptoms (Unhale et al., 2020). The virus was first thought to have moved from animal to human (zoonosis) at the start of the pandemic, but it is currently moving from person to person without regard for geography (Enitan, et-al & Kamau, 2020). It is a highly contagious disease (Adnan et al., 2020), with transmission occurring from person to person (Unhale et al., 2020). Close contacts are infected through respiratory droplets emitted by the infected person when he or she sneezes or coughs (Harapan, Itoh, Yufika, Winardi, Keam, Te, et al., 2020).

On January 30, 2020, the World Health Organization proclaimed the COVID-19 outbreak a Global Health Emergency. On March 11, 2020, the World Health Organization labeled it a pandemic (WHO, 2020). While steps such as lockdown, social distancing, self-isolation or self-quarantine, as well as simple hygiene practices such as regular handwashing, wearing facemasks, and covering the mouth with a handkerchief when coughing or sneezing have been recommended to curtail the spread of the disease among people, simple hygiene habits like regular handwashing, wearing facemasks, and covering the mouth with a handkerchief when coughing and sneezing (Ohia et al., 2020). It's worth noting that there's

currently no known cure or vaccination for the Covid-19 epidemic (Adnan, et al., 2020). Nonetheless, some governments and international agencies such as the World Health Organization (WHO) are working to find vaccines or treatments for the Covid-19 malady. As at the time of writing this report, the disease had spread by droplets, affecting more than 15.1 million people and resulting in about 737,000 deaths globally (Aljazeera News, 2020). As a result, countries have used a variety of containment measures, such as physical and social separation, to flatten the epidemiological curve and prevent morbidity and mortality from COVID-19 (Barasa et al., 2020; Viner et al., 2020). Different governments have taken a variety of steps to create physical separation, such as shutting down the economy completely, including educational institutions (Nicola et al., 2020; UNESCO, 2020). The pandemic is wreaking havoc on the educational system at all levels, from early childhood education to higher education, with irreversible educational and economic consequences (Lindzon, 2020).

Covid-19 Crisis in Nigeria

On February 27, 2020, in Lagos State, the first case of coronavirus in Nigeria was confirmed. An Italian citizen who works in Nigeria returned on February 25 from Milan, Italy through the Murtala Muhammed International Airport, fell ill on February 26 and was transferred to Lagos State Biosecurity Facilities for isolation and testing. Following this, the Nigeria Centre for Disease Control (NCDC) published various guidelines to help stop the spread, all of which were in conformity with international standards (NCDC, 2020). Regardless of these precautions, the number of cases continued to grow, reaching 44,433 by August 5, 2020. (NCDC, 2020). By March 2020, the virus had progressed to the point where the federal and state administrations, as well as their numerous parastatals, had shut down operations in the country. Both the land border and the airspace had been closed by March 23, and the weekly meeting of the Federal Executive Council had been suspended, among other things (Premium times, 2020). The Nigerian University Commission (NUC) ordered the closure of all universities and related schools on Monday, March 23, 2020 (NUC, 2020). Academic activities have come to a halt, with students returning home or abandoning their work immersion - an unforeseen interruption.

In addition, starting March 30, 2020, practically almost states in the country were put under lockdown, with just few states having a partial lockdown that included the cancellation of all social and religious meetings (Premium times, 2020). As a result, residents of the several states and the Federal Capital Territory, in particular, where entire lockdown was imposed, as well as residents of other states where partial lockdown was imposed, were forced to spend the most of their time at home. Since then, many firms including the educational system have allowed their employees to work from home, and several private and secondary schools have taken steps to involve their students or learners in digital learning system.

In order to curtail the spread of the virus in Nigeria, the Federal Ministry of Education in 2020 directed all educational institutions in Nigeria to shut down and allow students to go home as cases of reported COVID-19 increased. Nigeria joins the growing list of countries in Africa which have closed schools and universities. Leveraging on previous disaster management and containment skills such as the handling of the Ebola virus that broke out between 2014 and 2016, the country instituted a proportional response by constituting a Presidential Task Force (PTF) which was saddled with the responsibility of managing the government response to the pandemic.

The aggressive containment measures yielded positive results as the total confirmed cases of Covid-19 in Nigeria within the first nine weeks were about 1154 cases with just about 3% fatality rate. Nevertheless, it became apparent that Nigeria could no longer afford a total lockdown because the damage caused by the pandemic was already noticeable in most sectors of the Nigerian economy particularly in the education sector. The most vulnerable sectors are the manufacturing sector and the service sector such as education, distribution, among others. The post-lockdown era has, however, changed the narrative for Nigeria. It has commenced the second wave of the Covid-19 outbreak in the country which is driven by community transmission. There has been a sporadic increase in the number of confirmed cases which averaged about 500 cases per day. Due to the nature of the livelihood of the citizens, the fallacy of disbelief about the existence of the virus and its exclusive status; many asymptomatic patients have become the agents of community transmission in the country. As at August 5th 2020, the total number of confirmed cases in Nigeria was about 44,433 with about 2.5 percent fatality rate, 910 death been recorded, Active cases was 11,672, and 31, 851 have been discharged in 36 states and the federal Capital Territory. A total of 289,133 tests have been carried out as of August 3rd 2020 (NCDC, 2020).

Early Childhood Education

Early childhood education is defined as a sort of education that is focused on the child's overall development without any bias (Osho, Aliyu, Okolie & Onifade, 2014). Early childhood education encompasses crèche, nursery, and kindergarten programs, according to the Federal Republic of Nigeria's National Policy on Education (Akinbote, 2006). According to the Federal Republic of Nigeria, this program was created so that children from zero to five years might benefit from it. Early childhood education is seen as the foundation for a kid's growth, and it is clear that the exposures that a child has at this time have an impact on the child's later life, which can be either a negative or a positive impact. According to FRN (2013), the goals of early childhood education include: ensuring a smooth transition from home to school; preparing the child for primary school; providing adequate care and supervision for children; instilling social norms and values; instilling a spirit of inquiry and creativity; developing a sense of cooperation and team spirit; teaching good habits and values; and instilling a sense of cooperation and team spirit.

Covid 19 and the Educational System in Nigeria

Basic education (nine years), post basic or senior secondary education (three years), and university education (four years) make up Nigeria's educational system (four to six years, depending on the program of study). Basic education in Nigeria is defined as nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education, according to the country's most recent National Policy on Education (2004). Three years of senior secondary education are included in post-basic education (WENR, 2019).

Though school closures are designed to control the spread of the virus within schools, limit transmission to other vulnerable individuals, and maintain public health, they have had significant socioeconomic consequences (Lindzon, 2020; Wren-Lewis, 2020; Cauchemez et al., 2009). Furthermore, the far-reaching impacts of social/physical separation, as well as the attendant lockdown measures and school closures, have hampered the education sector and are

projected to leave an indelible impression on the education system, notably at the basic level (Impey, 2020; Yinka & Adebayo, 2020; Nicola et al., 2020).

Several countries, including Nigeria, had devised timely online learning solutions to the epidemic (Crawford et al., 2020). Experts have proven, however, that the epidemic has created significant educational barriers in many countries (Crawford et al., 2020). As a result, the pandemic is expected to have a higher negative impact on institutions that did not have online learning tools in place prior to the outbreak (Zhong, 2020; Kachra & Brown, 2019). According to Zar et al. (2020), indirect impacts of the pandemic include disrupted schooling and lack of access to education, particularly in low and middle-income countries. In low and middle-income countries, whose education systems have been running on inferior platforms, COVID-19 has a particularly severe impact on education, particularly for children (Dan-Nwafor et al., 2020; Yinka & Adebayo, 2020). In these regions' overcrowded, resource-constrained institutions, it's also challenging to provide a safe learning environment for children (Zar et al., 2020). In Nigeria, the epidemic has a particular distributing effect on education, causing a reduction in educational attainment, a widening of the existing gap in learning access and quality, and an increase in school dropouts (Blundell et al., 2020).

Unique vulnerabilities, such as deficient health systems, poverty and inequality, hunger, internally displaced persons, enormous population densities, the urban-rural divide, and an out-of-school population, increase the problem of education in Nigeria (Obiako & Adeniran, 2020). Nigeria had one out of every five out-of-school children in the world prior to COVID-19. Around 10.5 million children aged 5 to 14 were out of school in Nigeria, with just about 61% of children aged 6 to 11 receiving a regular primary school education (UNICEF Nigeria, n.d.). As a result, COVID-19's repercussions exacerbate Nigeria's fundamental educational problems, which have hampered the country's ability to prepare young people for today's dynamic workplace (Dan-Nwafor et al., 2020; Obiako & Adeniran, 2020; Yinka & Adebayo, 2020). As part of the Federal Government's effort to prevent the spread of the COVID-19 virus, all Nigerian schools were closed as of March 27, 2020. In each of the country's 36 states, this resulted in a contextualized state-wide school closure. As a result, some state education departments have made radio and television schooling, as well as internet-based learning, available to students in public elementary and secondary schools. Despite the fact that these initiatives may be successful in wealthier countries, they might have far-reaching detrimental consequences for education in developing low-income countries like Nigeria (Obiako & Adeniran, 2020). While the COVID-19 epidemic alters digital and online education around the world, rural and marginalized students fall behind due to a lack of skills and resources to adapt or transfer to new learning channels. Furthermore, university students who might be able to participate in internet-based learning face a lack of reliable electrical sources as well as a shaky internet infrastructure (Crawford et al., 2020; Zhong, 2020). Remote learning (including radio, TV schooling, and online learning apps for primary and secondary kids, virtual libraries, and online classes in institutions) is nearly impossible in most Nigerian areas.

The government's response is jeopardized by underfunded institutions and socially disadvantaged students who have restricted access to technology and the internet, as well as students' inability to participate in an online environment (Zhong, 2020).

According to Obiako and Adeniran, 2020 (2020), the pandemic has harmed education in three main ways, including missed learning for the majority of pre-pandemic learners, loss of access to important school-provided services, and causing more children to fall behind. As a result of

these effects, the country's school closures which was undertaken in 2020 are expected to exacerbate disparities in educational quality and social equality. This is due to the fact that a smaller percentage of learners in metropolitan areas, who are more likely to come from higher-income households, have a better chance of getting education via technology during school closures (Obiako & Adeniran, 2020). The majority of low-income schoolchildren, as well as those from disadvantaged rural and suburban areas, are falling behind (Zhong, 2020). Furthermore, children in schools that lack the resources or expertise to adapt to online delivery are suddenly missing out on learning possibilities (Leung & Sharma, 2020).

Learning from home can be challenging or even impossible for pupils, especially those in the early stages of their education. A bigger percentage of the population of learners is left behind as a result of parents' educational accomplishment and other commitments. All stakeholders in the educational system are concerned about these issues (Crawford et al., 2020). As a result, despite the fact that most states in the country replied via radio and television, a significant number of students continued to face difficulties in their education. Furthermore, to the best of the researchers' knowledge, no study has looked into the influence of COVID-19 on early childhood education among children in Nigeria irrespective of the fact that this group of children are the worse affected by the new normal in educational practice brought by the threat of the corona virus pandemic. it was this gap that the study tend to levelled.

Impacts COVID 19 on Education of Children

Schooling is one of the most effective public policy tools for developing skills and potential of children. School can be enjoyable, and the fundamental economic benefit of attending school is that it improves a child's potential to become a valuable and acceptable member of society. Even a very short period of time spent in school has a lasting impact on a child's life; a brief absence from school, therefore, may have long-term ramifications for future skill development. This is why we cannot say how much the COVID-19 disruption will influence learning; we can only witness the observable effects; the gradual deterioration of inborn abilities may be difficult to detect exactly. We have entered a new world that is vastly different from the one we previously knew. The school timetables and schedules have changed, and many grounds were expected to be covered with the resumption of classes after the lockdown in order for Nigeria's educational system to contend with the world's educational system. During lockdown, educational facilities are neglected, and some may be destroyed as a result of not being used for an extended length of time.

According to UNESCO, over 35.9 million primary and secondary school students are now out of school due to school shutdown. In primary schools, there are roughly 25.6 million pupils, with approximately 87 percent (23.5 million) attending public schools. For secondary school students, the numbers are just as dramatic. Approximately 81 percent (8.4 million) of the nearly 10.3 million secondary school students that are out of school as a result of the closures are government school students. There is no guarantee that all students particular the under aged children who left school during the pandemic lockdown will return; some may have changed their minds about going to school, seeing it as a waste of time, some may have died, some may have changed schools, and some may have joined bad groups, diverting their attention away from school. This is where parents' and guidance's work should come in to ensure the right welfare of students even when they are at home. Unfortunately, given certain parents' literacy levels in Nigeria, learning within the house is also limited; not every parent is

equipped to handle the pedagogic component of parenthood, and other responsibilities of parents must also be considered. The impact of this may not be immediately apparent; however, a child in this category faces a substantial academic setback if adequate interventions are not implemented, because the majority of pupils will not be able to learn until the movement prohibition is lifted and schools are reopened.

Conclusion

The Covid-19 pandemic is indeed a threat to our nation educational development especially as it concern early childhood education. Children like adults are also vulnerable to the corona virus disease but the impact of the disease on children education is more due to the fact that children education at the early stage of life is carried out on a close physical contact between them and the teachers. Similarly, because children like physical attachment with adults, the tendency to maintain the rule of social distancing is difficult. This thus posed a serious challenge to teaching and learning between teachers/caregivers and children at the early childhood education.

Technological wise, most children at the early childhood stage are not matured and competent enough to handle or learn through digital (online) means. The implication of the above is learning gap to children and eventual school interruption or dropout to majority of unprivileged children in Nigeria particularly those from the rural, riverine, remote and low income family background.

To ensure effective teaching and learning among children at the early childhood education, the need for all stakeholders to go to their drawing board is undeniable as the child are leaders of tomorrow.

Recommendations

From the review and literature and conclusion draw, the following recommendations are made:

1. Primary education management board should make provision for digital learning facilities and equipment in all the elementary schools to enable teachers and learner scope and adjust to the new normal in teaching and learning in this era of covid-19.
2. Teachers and parents should be trained on ICT and e-learning facilities on how to use it to support learning of children in covid-19 era and beyond.
3. All in service teachers and students teachers in early childhood education should be given special training in blended teaching and learning methods to enable them cope with current trend in early childhood teaching and learning

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COUNSELING SERVICES: A TOOL FOR CURBING SOCIO-ECONOMIC IMPACT OF COVID-19 PANDEMIC AMONG WOMEN AND GIRL-CHILD IN TARABA STATE.

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Abstract

The Coronavirus Disease 2019 (COVID-19) started in December 2019 and spreads to Nigeria on the 27th of February, 2020 which has continued till today. This Study examined the Counseling Services: A tool for Curbing Socio-Economic impact of Covid-19 Pandemic Among Women and Girl-child in Taraba State. The Pandemic took its toll on women as part of the greater population in the informal sector of the Economy due to the lock down directives. The impact of Pandemic on women and Girl – Child in the various areas such as Education, Violence against women, governance participation and access to information, as well as women and girl-child livelihood were discussed. Suggestion recommendation and counseling services are made.

Keywords: *Counseling Services, Socio- Economic Status, Covid-19, women and Girl- Child*

INRODUCTION

Covid -19 is part of a family of virus called corona virus that infect both animal and people. This particular one originated from wuhan in china by the end of 2019, which has about 11 Million china resident (<https://www.webmd.com>). Covid – 19 is a serious infection disease outbreak with nearly 219 Million cases and 4.55 Million deaths (Wikipedia last update: September,2021).

Some region have overcome the third wave of crisis and are facing the start of a fourth. As of August, 2021, the weekly update of the World Health Organization reports that have been over 100 million confirmed cases with more than two million confirmed deaths globally. This disease has initiated a fast-growing global crisis that has taken researchers and policymakers without notice, thus leaving them scrambling to collect and analyze data so that its impact on affected countries can be grasped.

With the prevailing menace of COVID-19 Pandemic, education for the female gender called woman, becomes imperatives, if sustainable national development must be achieve. Woman are known for their contributions in development in developing countries economy, yet their vital contributions to society is over locked, under estimated or ignored by economic planners and policy makers. Breaking these barriers means that they would need to be empowered educationally, economically, socially, psychologically and culturally. It is the only way can possess the knowledge to transform the world to their advantage (Yusuf, 2013)

Barden, Barry, Brodish(2015). As the world begins vaccination to manage the COVID-19 pandemic, preventive measure have been advocated, including physical distancing. The current pandemic and imposed physical/ social distancing policy are emphasizing health inequalities based on gender. Socio economic status, and race, thereby highlighting the discrimination of other such as internally displaced people, those in extreme poverty, people

with disabilities, migrants, and the refugee whose majority are women and children. (Wikipedia) The gendered effect of COVID-19 on women presents a huge challenge that cannot be ignored. Deliberations about the health effects of COVID-19 should include unique conditions that make women more at risk WHO (2020)

In view of the above, this paper would highlight some socio-economic impact due to the COVID-19 in pandemic that are particular to women in Taraba State. The discussion was based COVID-19 pandemic in relation to the following concepts. If the items discussed in this paper are properly taken into consideration, the likelihood of future health crisis would be better managed in Taraba State.

Concepts of Counseling

Sherzer and Stone (2008) asserts that Guidance and Counseling is a professional process assisting individual or group of individuals by a trained Guidance Counselor to understand integrated self, problems and discover alternative solutions to lingering problems. This will pave way for self-actualization and adjustment to environmental conditions. This assumption is that an individual who understood himself in terms of interest, value, beliefs, potentials weaknesses and what is happening around him would function effectively. Guidance and Counseling is relevant to all aspects of human life be it in schools, industries, marriage and family affairs, politics etc.

Yahaya and Idowu (2009) asserts that Guidance Counselors are specially trained to assist people and as such they are professionals. Their personality traits in order of frequency include understanding, sympathetic attitude, friendliness, sense of humor, stability, fact, fairness, tolerance, neatness, calmness patience, objectivity, sincerely, broadmindedness, kindness, pleasantness, social intelligence and poise, while their methods of operation range from less directive to more prescriptive form assistance depending on the client's problems.

Counseling: Counseling is a specialized service between a counselor who is adequately trained in the areas of psychological and a counselee who is trouble by educational, social, vocational or psychological problems with view to providing solutions to these problems (Universal Basic Education Commission, 2010). Counseling so defined, may relate to education, personal vocation areas of life". In other words, Shortzer& Stone (2008), defined counseling as providing a more specialized and more individualized help to a person facing obstacles in his life.

Counseling Services: means any services provided by a counsellor to a client including but not limited to. (a) counseling activities (b) professional activities (c) professional practiced. Research practiced for example counseling services have proved popular with men who value the privacy and anonymity of the phone or internet when exploring potential physical or psychological health issues, respectively.

Counseling service means a service where by a caller is seeking advice in relation to a personal problem such a mental, relationship and emotional problems. The service may consist of actual advice as to the personal problem or information as to where the caller may obtain advice.

Guidance: Biswalo (2006), defined guidance as process of helping an individual to gain self-understanding and self-direction so that he can adjust maximally to his environment. Oladele (2007), on the other hand, viewed guidance as an advice, showing the way, leading, managing or steering a course.

Guidance Counsellor : A Guidance Counsellor is a professionally trained individual who offers help to people towards overcoming obstacles to their personal growth, this may be encountered and towards achieving optimum development of their personal resources (Biswalo 2006)

Meaning of Socio-Economic Status

Barden, Barry and Brodish (2015) defines Socio-Economics (also known as social economic) as the social science that studies how economic activities affects and is shaped by social process in general it analyzes how modern societies progress, stagnate, or regress because of their local regional economy, or the global economy Societies are divided into three groups social, cultural and economic. Socio-Economic also refers to the ways that social and economic factors influence the economy.

Socio-Economic Status (SES) is an economic and sociological combined total measure of person's work experience and of individual's or family's economic access to resources and social position in relation to others. Oakes, Rossi (Feb 2003). When analyze a family's SES, the household income earners, education, and occupation are examined as well as combined income, whereas for an individual's SES only their own attributes are assessed. Recently research has revealed a lesser recognized attribute of SES as perceived financial stress, as it defines the "balance between income and necessary expenses". Perceived financial stress can be tested by deciphering whether a person at the end of each month has more than enough, just enough, or not enough money or resources.

Impact of Covid-19 Pandemic on Socio-Economic Status

UNESCO (2020) reports that emerges of dreaded Covid-19 pandemic has devastated the socio-economic development of the society mostly in under-develop countries in Africa and in particular Nigeria. The total population of students enrolled in Education globally, UNESCO (2020) estimates that over 89% are currently out of school because of Covid-19 closures. These are contexts of extremes poverty, economic vulnerability and crisis where gender disparities in education are highest. In humanitarian contexts, a health pandemic is likely to mean the further erosion of already weak protection structures and education access, even greater stress on livelihoods, and heightened levels of anxiety, fear and worry. As crises exacerbate age, gender and other inequalities, girls especially those from marginalized communities and with disabilities, may be particularly hard hit. Girls within crisis-affected populations face additional discrimination and barriers to participation and access to local authorities.

For those girls that do have access to education, the closure of schools and other education settings in response to the Covid-19 pandemic will present a further barrier to learning, depriving girls of a protective environment and access to sources of life-saving information and psychological support. As dropout rates following school closures, many girls may never return to school, further entrenching gender gaps in education, increasing the likelihood of child marriage and exploitation.

Protection and Violence against women and girl-child

Quarantine measure to limit the spread of Covid-19 are already exacerbating the risks of intimate partner violence and other forms of Gender Based Violence (GBV), as households are place under increased stress by health and economic burdens. These trends are likely to increase

around the world, as evidence shows that all the forms of violence against girls and young women faced outside of emergencies are multiplied in humanitarian context.

Disruption of social and protective networks and decreased access to services, through movement restrictions and service provision all exacerbate the risk of violence against girl and women. Covid-19 pandemic will devastate consequence for women and girl child livelihood, especially in fragile and crisis-affected contexts. Prior experience shows that collapse households' food security will deteriorate, resulting in hunger and malnutrition, especially for children.

Economic stress is also highly likely to increase negative coping strategies, include child labour and early and forced marriage, and recruitment by armed forces and arms groups, increasing risk of sexual exploitation and adolescent pregnancy.

Disease outbreaks exacerbate burdens of unpaid care and domestic work on girls and young women, who bear greater responsibility for caring for elderly and ill family members, while also increasing their risks of infection. School closures are likely to further burden girls and young women by additional childcare responsibilities.

Economic stress during the Ebola crisis as well as other factors such as restriction of movement led to a sharp increase in the price of many staple foods, coinciding with a significant decline in household incomes as a result a diminished economic activity. Furthermore, those stigmatized by Ebola sometimes found that they could not buy food at any price. Understanding the needs, knowledge and concerns of population groups is essential for designing effective public health messaging and response to disease outbreaks. However, girls and young women are less likely to be consulted or represented, which leads to their specific needs not being considered and services being less effective.

They also often have less access to information, lower levels of education and are more likely to be missed in communication efforts, meaning that they are less able to protect themselves and their families and are more vulnerable to misinformation. Girls and young women in refugee communities may face additional barriers to information, including language.

As a result, their needs are likely to be overlooked in Covid-19 responses by national and local authorities. Refugees and asylum seekers also risk having their right disproportionately violated by measures to control the outbreak, including their right to seek asylum.

Importance of Counseling Service in Reducing Covid-19 Pandemic Impact on Women and Girl Child.

In the developed countries of the world the importance of guidance counseling cannot be over emphasized. In fact, in some of these developed world hardly would one be able to distinguish the central objectives. Eitle,(2005) asserted that school guidance is design to assist individual to develop and to accept an integrated picture of themselves and of their roles in the world around them, to test these concepts against reality; and to convert the concepts into reality with satisfaction to themselves and to society. Similarity the American Psychological Association sees counseling as being design to help individuals towards overcoming obstacles to their personal growth, wherever these may be encountered and towards achieving optimum development resources.

Oladele (2007) noted that in Nigeria context, scholars of varied backgrounds have identified the importance of Guidance and Counseling towards the successful implantation of the educational system. Some of these scholars submitted that in the absence of guidance and counseling the central objectives cannot be realized.

Denge (2005) for instance, argued that if our society is not be plagued by a brood or disgruntled frustrated and unrealistic individuals, should be exposed to available opportunities and social expectations in the country through career guidance and counseling. In the same vein, Oladele (2007) realizing the importance of Guidance and Counseling to education asserted that without it in schools the whole programme of education will be meaningless.

Counseling provided by trained professionals can make a profound impact on the lives of individuals, families and communities. This service help people navigate difficult life situations, such as death of a loved one, divorce, natural disasters, school stress and the loss of a Job. It provides the tools and insights to manage mental health issues, such as anxiety and depression. Ultimately, counseling empowers people to lead healthy and fulfilling lives.

Onifade and Akinpelu (2001) itemized the central objectives of Guidance and Counseling towards the successful implementation of education objectives in various institutions. He identified the assistance that Guidance and Counseling will render to women populace, parents, counselors and government. This paper, however, will concentrate on the advantages to be derived by Women Counsellors, parent and government.

The will be able to Women will be able to:-

- i. Progress towards a productive and rewarding career through making appropriate and satisfying personal, social and vocation choices;
 - ii. Adhere to the Covid-19 pandemic protocol while going on with their vocational development and skills acquisition.
 - iii. Effect smooth transition from the devastating era of the Covid-19 pandemic to a higher socio-economic status through vocational development and skills acquisition;
 - iv. Remove barrier that might come whilst learning;
 - v. Develop positive image of self, the rough self-direction, and skills in problem-solving and decision making;
 - vi. Participate meaningfully in the opportunities provided by the society in economic and social development activities Counselor on their part will be able to
- a. Understanding better the individual way of learning of each individual for whom they are responsible;
 - b. Understand and utilize the service of the counseling programmes.
 - c. Develop a flexible curriculum to a meaningful education for each individual.

Government will be able to:-

- i. Understand better the women socio-economic development progress;
- ii. Understand information about vocation and occupational opportunities and requirements available to them and the women in the community;
- iii. Develop realistic perception of the women development in relation to their skill and potentials.

Conclusion

The COVID-19 era has brought about various economic hardship couple with the series of restriction measures applied to reduce the spread of pandemic. In view of the fact that Women

Socio Economic status is caused by various factors in society, Guidance and counseling have been suggested as possible panacea that could help in harnessing the potentials of the women and channeling them into vehicles for national development. However even guidance and counseling of women has the problem of acceptability as an intervention process. If the women are not attended to their socio economic – status could become fuel for mal-adaptive and mal adjustive behavior, thus constituting social problems for the nations as a whole. Measures should therefore, be taken to provide good social status for the women; in addition to taking care of the various problems that they face; while trying to actualize their dreams and aspirations. It should always be remember that the women contributes higher to the economic development of the State and Nations that must be accomplished, they only need the enabling environment.

Suggestions

Based on the study of this paper the following counseling implication can be profile.

1. Comity leaders/Religions Leader at all levels should organized seminars on the importance of moral values and promote gender equality across the state and Nigeria in General.
2. Government at all levels should establish counseling centres where professional as core values of governance across the three tiers of government.
3. The stake-holders in the Health Sector should fashion out measures that will promote adequate counseling services in order to reduce the impact of health pandemic among the women and the girl child.
4. Women and girls child should enrolled in vocational skills such as clothing and textiles Banking of cakes, and production of detergent in other to improve their socio economic status within the Covid 19 pandemic era
5. Government at state should involve professional counselors to organize seminar for women on the importance of women participation in National and Economic Development.
6. The counselor should use cognitive theory model to re-orient the mind of the women and the Girl-child on the effect of COVID-19 and measures of up-scaling their skills visa-viz improving their social status.
7. Religions leaders should preach both in the Mosque and in Churches on the need for people to adhere to the COVID-19 pandemic protocol while they go on with their normal business.
8. Government and all key players should address the challenges by devising effective policies with a gender view.

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SAFETY IN CHILDHOOD EDUCATION IN THE COVID-19 ERA AND SUSTAINABLE DEVELOPMENT

BY

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Abstract

Safety is a powerful tool for sustainable development, therefore educating for sustainability should begin early in life. This paper focuses on safety in childhood education towards achieving Sustainable Development Goals in the Covid-19 Era. It is the right of every child to be safe while in schools, and be educated for sustainable development and the early years is the period that children have the greatest ability to learn. Meaningful teaching and learning cannot take place in an environment devoid of safety for both learners and staff. It's a fact that if there is no safety, there would be no sustainable environment. The paper also expounds the explanation of development goals and sustainability of same and its link with the Covid-19 pandemic. It suggests a way forward early childhood education as well as concludes and recommends among others that government should increase the investment in early childhood safety in order to expand access to quality early childhood education, thereby building a sustainable society and give the opportunity to develop a strong foundation for achieving safety and wellbeing.

Keywords: Safety, childhood education, Covid-19, sustainable development goals.

Introduction

The World Health Organization on 11 March, 2020 announced the COVID-19 pandemic but before now, the world was already facing learning crises in which meeting UN's Sustainable Development 2030 goals was not feasible. The advent of the coronavirus in our lives has evidenced and intensified the weaknesses of our system in its dimensions: economic, political, social, family and educational. In the educational context, COVID-19 represents a threat to the advancement of education worldwide impacting the global closure of schools at all levels, second, the economic recession generated by the control measures of the pandemic. Among all those affected, children are likely to be the most vulnerable and at risk.

It is feared that the impact of COVID-19 in education could waste great human potential and reverse decades of progress. Against this backdrop, the UN Secretary-General said "As the world faces unsustainable levels of inequality, we need education – the great equalizer more than ever. The importance of education to human development cannot be underestimated because Education is a means of self-development through learning, knowledge, skills and habits conveyed across generations. It is of great concern that education at all levels has been threatened since the emergence of the coronavirus disease, 2019 (COVID-19). The coronavirus

is a highly infectious disease that has plagued the world population over the months from December 2019 till date.

The disease spread through droplets (World Health Organization, 2020) and has affected more than 9.1 million persons and resulted in about 473,000 deaths worldwide. Countries have relied on several containment measures including a range of physical and social distancing measures to flatten the epidemiological curve and avert morbidity and mortality due to COVID-19 (Barasa et al, 2020; Viner et al, 2020). Other measures engaged are physical distancing, such as complete closure of the economy, including educational institutions (Nicola et al, 2020; UNESCO, 2020).

The time to lay a strong foundation in a child's life are the early years of development. It is in this early childhood period that children develop their basic values, attitudes, skills, behaviors and habits which maybe long lasting. It is important that children in their early years should be protected from unsafe conditions that would enhance their overall development in life. Exposure of children to unsafe conditions and experiences during the early years negatively impact all aspects of children's lives.

Safety and security are basic elements of childhood education though are often neglected. Safety should be a top priority before a child begins school. Clean environment help prevent the spread of illnesses which is common in an early childhood setting. Safety extends into nearly all aspects of a childcare and its day to day operations. Safety should be on the mind of all teachers at all times, creating a safe environment will prevent unnecessary mishaps. Unfortunately, children getting hurt in the classroom is a very common thing.

Routines are also an essential part of building a safe class. While these routines provide other important functions such as teaching children about responsibility and self-discipline, they also help with establishing rules and guidelines. When teachers enforce routines, children find them easier to follow and accidents are less likely to occur. Examples of routines in this COVID-19 era include: regular washing of hands, using of face mask, social distancing etc. Prevention is often the best form of safety, so taking the time to plan a hazard free classroom can go a long way toward minimizing the chances of child injuries or death.

Childhood Education

Education is the key to the development of man and his society. Mbachu (2009) opine that education has always been seen as an instrument that prepares people for life in the society. Obanya (2008) views education as a lifelong process enabling people to learn in society, to be able to live in it. Today's children are the adults of and leaders of tomorrow therefore, it's necessary that they should be well taken care of in their all-round development especially concerning their safety.

Early childhood Education (ECE) or Childhood Education is simply early education whose purpose is to prepare children for elementary school which would eventually form the basis of their lifelong journey into a brighter future. It can be referred to as a pre-school, day care, nursery school. The National Policy on Education (2004) refers to the first stage 3-5 years as early childhood. Edem and Okon (2005) state that it is the foundation upon which the structure of a sound educational system is based. It is also the level of education that is very important because it ultimately serves as the foundation on which other levels are built upon.

Childhood Education is an integral part of the Universal Basic Education (UBE). It covers the aspect of infancy 0-5 years which is the nursery or early childhood and care sections.

Education at this level is very important because whatever experiences a child has at this stage has a profound impact on the adult life. The aims of Early Childhood Education include fostering proper development of children, identifying and addressing their problem, harnessing their potentials, molding their characters, enhancing their learning and equipping them for life so that their actions are channeled towards positive personal communal and global development (Mahula, 2007).

Concept Of Childhood Safety

Safety can be defined as the state of being free from harm or danger. Safety is a concept that includes all measures and practices taken to prevent the life, health and body, integrity of individuals (Safeopedia, 2019). A safe and secure learning environment can be termed as protection of children from physical harm, perceived as an adult responsibility to provide a safe physical environment for children's learning (Saltmarsh, Khopper & Barr, 2009). It's therefore of importance that schools should be places where children are protected from any form of danger, diseases, physical harm or injury. Schools should have safe measures in place such as video cameras in class, security, surveillance, age appropriate outdoor playgrounds to avoid causing any harm to the health and development of children. Exposures to hazards such as infectious diseases as a result of unsafe water supply, lack of hand-washing facilities or unsanitary latrines may lead to infections in children (FRESH, 2013).

Covid-19 And Its Impact On Children

CONVID-19 was first discovered in December, 2019 in Wuhan City (China) and has become a global challenge to health. A lockdown in Wuhan and other cities in Hubei province failed to contain the outbreak, and it spread to other parts of mainland China and around the world. The COVID-19 is the cause of an outbreak of respiratory illness known as the severe acute respiratory syndrome coronavirus 2 (SARS-COV-2). In March 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a pandemic. Its symptoms include: fever, cough, tiredness. Children have similar symptoms to adults and generally have mild illness.

There are three channels through which children's lives have been affected. The first channel is through infection with the virus. Incidentally, children have to a large extent been spared from the severe symptomatic reactions more common among older people. Its adverse effect has been common for children to tragically lose a parent, family member or caregiver to COVID-19.

The second channel is through the socio-economic effects of the virus and related measures to transmission and the control. As health services become overwhelmed in caring for large members of infected patients requiring treatment, children and pregnant women are less able to access standard care making them adapt to alternative childcare arrangements. Physical distancing and lockdown measures, restrictions of movement and border closures and surveillance strategies are all affecting children's mental health. Children today face anxiety about the negative impact of the pandemic on their lives and their communities and uncertainty regarding the future. The pandemic is having profound effects on children's mental wellbeing, their social development, their safety, their privacy, their economic security and beyond. The third channel is the risk that the virus and its response poses to the longer-term effects to achieve the sustainable Development Goals and ensure the realization of the rights of all children.

Safety Tips for Children in the Classroom During the Covid-19 Era

Keeping children safe in classrooms are very important so as to balance their educational, social and emotional needs in the mist of the evolving COVID-19 pandemic. There are steps that schools can take to reduce the risk of COVID-19.

- ✓ **Wear a mask:** The WHO recommends wearing face mask in indoor public spaces and outdoors where there is a high of COVID-19 transmission and schools are no exception. Wearing of face mask should be a priority as therefore it's advised that the child should be provided with multiple cloth face masks. Children who are less than two years and also children with any breathing problems should not use a face mask.
- ✓ **Keep hands cleans:** Children should be taught regular hand-washing routines. They should also be taught the importance of hand washing with soap and water for at least 20 seconds especially before and after eating, coughing/sneezing or adjusting a face mask. In situations where hand-washing isn't available, children should be taught to use an alcohol-based hand sanitizer. Also explain to children that they should avoid touching his or her eyes, nose and mouth. Schools should encourage routines that encourage regular hand washing and how to follow good hand hygiene practices.
- ✓ **Social distancing:** Social distancing is another effective measure to use to prevent the spread of COVID-19. Within the school context it means reducing contact between groups of children and maintaining a safe distance of 1-2 meters between pupils and staff. Different countries have a specific maximum number of children allowed in the classroom at a given time. E.g. eliminating lockers or grouping them by pupil groups, creating one way traffic in school hallways. Ensuring a minimum safety distance between pupils and staff will depend on classroom size, room availability, and the number of pupils in a class.
- ✓ **Clean and disinfect:** Wherever children are, schools or home cleaning and disinfecting frequently touched surfaces can help reduce the risk of illness.
- ✓ **Get vaccinations:** Children should be up to date with all recommended vaccines. School aged children should get a flu shot each season. Getting a flu vaccine is especially important presently because the flu and COVID-19 cause similar common signs and symptoms, the flu shot can reduce the risk of the flu and its complications.

Concept Of Sustainable Development Goals (SDGs)

The sustainable Development of Goals (SDG) are the goals that take off from Millennium Development Goal (MDG) on the 25th of September, 2015, therefore, the general assembly of the United Nation adopted the 17 sustainable development goals (SDG) and 169 targets at the United Nation headquarters in New York. A widely accepted definition of sustainable development comes from "our common future", the 1987 landmark report of the Brundtland Commission. This states "sustainable development is development that meets the needs' of the present without compromising the ability of future generations to meet their own needs. Despite some perceptions that associate sustainable development mainly with the natural environment, it focuses on ways of meeting people's social and economic needs within natural resource limits-so that human development can be both sustainable and sustained.

Adebayo (2010) opine that the concept of sustainable development is the effort at improving the quality of human life in such a way that the needs of the future generation are not jeopardized. Sustainable development promotes well-being and longevity of human beings

thereby ensuring that people fulfil their potential in dignity, equality and a healthy environment. Sustainable Development involves fulfilling our collective responsibilities to ensure a safer, cleaner, healthier and more inclusive world for both today's children and for their children. Sustainable Development Goals consist of three dimensions according to Worship Manual. These dimensions integrate all the seventeen SGD's i.e. social, economic and environment. The UN Resolution on the outcomes of Rio 20, the future we want states, "we will also consider the need for promoting intergenerational solidarity for the achievement of sustainable development, taking into account the needs of future generations".

Early Childhood Education (ECE) And Sustainable Development Goals (SDGS)

Children's safety, learning and behavior during the early years have a great impact not only for school success, but also for their capacity to contribute meaningfully to society. Education for sustainable development (ESD) is greatly recognized in the sustainable development goal as part of the target area. Education at the early childhood aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid foundation for lifelong learning and wellbeing. Early childhood care education had the possibility to nurture caring, capable and responsible future citizens (UNESCO, 2017).

The child's brain is sharpened by the early life experiences and the environment in which young children live and this invariably helps them become healthy and productive members of the society. Nigeria with her unique ethnicities and difference in diversities still live side by side, learning to respect and appreciate early through the impact of parents, community members and early education would help children acquire an identity grounded in culture close to them. In order to realize this, early childhood education is necessary to incorporate in early childhood programme.

The child's first educators are the members of the family; they have the greatest responsibility in shaping young children's attitudes, values, behaviours, habits which are accepted in a society. So they have an important role to play in educating their children for sustainable development. Children can emerge as important change agents to push and influence sustainable development when education for sustainable development is effectively undertaken by parents, siblings and other extended family members.

Situations where formal education programmes are not available, non-formal education can set up as an integral component of community programme or otherwise to provide parents and grandparents with opportunities to discuss what could be done differently in daily life in order to become an effective agent of bringing about sustainable development. To ensure the full potential of children in life with sustainable development, there's a need to express a vision for early childhood education along with other essential measures so that could contribute to 2030 world agenda.

In Nigeria early childhood care education should be considered as a fundamental right to ensure quality nutrition, healthcare and educational provision for all children. The best investment of Nigeria would be to promote human resources development, gender equality and social cohesion and to reduce the cost for later remedial programme is early childhood care education why include children in Sustainable Development. Children should not be overlooked in social statistics or social progress plan because they apparently make up a large and relatively dependent part of the population. Children are the basis for all dimensions of sustainable development, therefore they have a right to thrive, develop to their full potential

and live in a sustainable world. Children should be encouraged to maximize their potential since they would be the social, political and economic decision makers of the future.

One good reason why children are focused in SDG is that supporting progress for children is one promising way to meeting the long term of the SDG agenda. Investing in children will reinforce progress over time and equitable approach to children's material, wellbeing, health and education today to check adult inequalities in the future. Children will spearhead the changes in social norms and awareness that are key to attaining the goals on gender equality, peaceful societies and environmental sustainability.

The Resolution adopted by the General Assembly on 25 September 2015, Transforming our world; the 2030 Agenda for Sustainable Development was unambiguous about the need for investing in all children and for those children to be provided safe and nurturing environment required for them to achieve their full potential, to be heard and participate in change and can be supported in their roles as crucial agents in the transformation of societies and sustainable social and economic progress. Children's needs and rights are thus interdependent with sustainable development. To achieve the greatest impact on the lives of children, the (SDGs) should include goals targets that purpose-fully consider children's rights and needs within each of the dimensions of economic development, social development and environmental sustainability.

Societies can only develop in a sustainable manner if the basic needs and rights of children particularly the poorest and most vulnerable are met. Evidence shows that investing in children yields high and long-lasting returns, only for individuals and families but for entire societies and for the generation to come. Public investments at an early stage of human development are justified based on purely economic and social grounds due to expected wider benefits to individuals and society at large. In the context of developed countries, investments in children are often seen as the most cost-effective way to break the circle of disadvantage and promote social mobility (European Commission, 2013) or as a vehicle for strong and inclusive growth (OECD, 2016).

Covid-19 Pandemic and Impact on Sustainable National Development

Covid-19 Pandemic has greatly caused an unprecedented crises in all areas. Particularly 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 disease and mitigate its impact. The pandemic has shown that the crises is fueled by poverty, hunger, weak health systems and lack of clean water and sanitation. The global recession caused by the COVID-19 response is a learning and has made researchers question whether the sustainable development goals (SDGs) are fit for the post-pandemic age. Some have even claimed that certain SDG targets might be counter-productive because they enhance growth rather than development. While the SDGs do not have a dedicated pandemic response plan, we believe it is essential not to delink the response to the pandemic from SDGs-The Covid-19 crisis demonstrates the need to integrate the SDGs at the national level as well as in individual health-care decisions.

Transforming our world: the 2030 agenda for sustainable development emphasizes that achieving the SDGs requires balancing three dimensions of sustainable development: economic growth, social inclusion and environmental protection. Moreover, sustainable development requires us to balance our needs with the ability of future generations to meet

their own needs. The Covid-19 pandemic shows that sustainable development goes beyond national strategies.

How Does Covid-19 Affect the Sustainable Segments Of Society Development

1. Loss of income, leading vulnerable segments of society and families to fall below poverty line
2. Food production and distribution could be disrupted
3. Devastating effect on health outcomes
4. Women's economic gains at risk and increased levels of violence against women.
5. School for many closed; remote learning less effective and not accessible for some.
6. Supply disruptions and adequate access to clean water hinder access to clean hand washing facilities.

Conclusion

Children are at the center of the Sustainable Development Goals. Ensuring safe, healthy and well-educated children are the foundations of a thriving and equitable society within each of the dimensions of economic development, social development and environmental sustainability. Safety should be a top priority before a child begins school. Safety extends into nearly all aspects of a child care and its day to day operations. Keeping children safe is the most secure tool for curbing Covid-19 and achieving the Sustainable National Development Goals.

Recommendations

1. Government should increase and expand funds allocated for quality childhood education safety. Sustainable societies cannot be built if children are not given the opportunities to develop a strong foundation for development wellbeing and life-long learning.
2. Workshops and seminars should be organized for teachers in order to be equipped for effective teaching and learning about safety in childhood education.
3. Educational planners should review early child care education curriculum to suit aim of sustainable development goals that can help toward achieving sustainable development in the country.
4. Integrating child protection messaging in Covid-19 risk communication & community engagement training frontline health professionals in psychological first aid and detection and referral of child protection risk.
5. Ensuring that education and child protection sectors are enabled for proactively work together to put child-friendly, effective protection response mechanism in place that can function through school structures.

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USING COMPUTER TECHNOLOGY IN EDUCATION IN THE COVID-19 ERA

By

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Abstract.

In recent years, computer technology has been developing at a rapid rate, and its development direction is no longer limited to the technology industry, and it has been widely used in various fields. Computer technology has also been introduced into the administrative management of schools, aeronautics, engineering, robotics, business, agriculture, languages, tomography, safety and security, medical science and so forth so that it can provide better services for the society. That is not to say that computer technology has no demerits. The greatest challenge of computer technology is over reliance on technology. A lot of students and other learners no longer pay serious attention to their studies; rather, they play computer games, design other things and continuously watch films, including pornographic types.

Key words: *computer, technology, education.*

Introduction

A computer is an electronic machine that can store and deal with large amount of information (Stokes, 2007). A computer is a machine that can be programmed to carry out sequences of arithmetic or logical operations automatically. Modern computers can perform generic sets of operations known as programs. These programs enable computers to perform a wide range of tasks. Computers play an important aspect of our lives because they may be used for just all our daily chores (Kejawa, 2017).

Computer Technology

Technology refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes. Computer technology is a combination of computer related hardware or software such as multimedia computers, different types of media (graphics, audios and videos) and networked communication tools (email, bulletin boards, Blackboard or WebCT, and listserves), together in an educational setting in order to enhance language learning.(Tams, Grover & Thatcher, 2014).

Computer technology has several major impacts on the society, as technology is often the main driver for societal transformation, as discussed by Lee, Shao, and Vinze (2018). Nowadays, the uses or applications of computer technology are becoming more rampant and ludicrous in terms of their simplicities and sophistications in all fields of Science,

Engineering, Business and Arts. Computer technologies are being use in Farming (Agriculture), Hospitals, Churches, Manufacturing, Construction, Household, just to name a few. The coming age would definitely mandate the knowledge of the use of computers because of the innovation of technology, as the world changes (Iwasan, 2020).

Terms in Computer Technology

CD-ROM is a disc, much like an audio compact disc, that Cores computer programs and files. The tents CD-ROM Is an abbreviation of Compact Disc Read -Only Memory.Database is a large body of Information that can be searched in several ways.

File is the smallest unit in which processed information Is stored There are test files and sound files for example. Floppy disk is a small disk that scores information; the disk can be removed from the computer. Hard disk consists of one or more platters that store information. The hard disk is built into site computer.

Hardware refers to the physical parts of a comparer system. Internet is a worldwide computer network to which tens of millions of computers are linked. Memory chip is a part of a computer that Cores information for immediate use by a microprocessor. Microprocessor is the part of the computer that does the actual computing. Some computers base more than one microprocessor. Modem is a device that enables computers to communicate with one another over telephone lines.

Network is a system of two or more computers connected by high-speed communications lines. Online service is a commercial computer network to which a subscriber pays a monthly or hourly fee. Operating system is software that controls the operation of the entire computer system. Program is a set at instructions to he carried out by a computer. Software consists of instructions that control the operation of the computer. World Wide Web is a part of the Internet that includes text, graphics, video, animation, and sound.

A trackball is commonly used instead of a mouse on laptop and notebook computers. The main part of this device is a ball built into the keyboard. The ball has the same function as the ball built into the button of a mouse. Turning the ball by hand move pointer.

A light pen enables a computer user write words or draw pictures directly into a computer. The user touches the point of the pen on the screen of a special pad, then makes writing or drawing motions pictures, electronic devices in the pen under the surface of the pad interact to translate the motions into computer code. The microprocessor then uses the code to put an image corresponding to the motions on the screen. Some artists and designers use an electronic pen and pad to produce illustration

A touch screen can produce the same results as an electronic pen and pad. A touch screen produces electric current underneath whatever areas of the screen are pressed. A microprocessor uses the current to produce an image.

A modem is an electronic device that communicates with other computers over telephone lines. Thus, a modem functions as both an input device and an output device. In many of the latest computers, the modem is built-in. Others use a peripheral modem.

A scanner is a peripheral unit that uses light and devices that sense light to digitize photographs and other illustrations-a-that is, to translate them into numerical form for processing by a computer. A scanner equipped with optical character recognition (OCR) software translates the scanned image of a page of text into individually coded characters. Publishers are major users

of scanners, but scanners are also becoming popular with home computer users.

Laser devices that read bar codes at checkout counters in stores are also scanners. These devices send coded information to a store's main computer. A microphone translates sound into electric current, which the computer digitizes. The operator of the computer can process the Sound by itself, or aspen of a different kind of file - a motion-picture file, for example.

Storage devices store computer files. Storage devices include hard disks, floppy compact discs called CD-ROMs, and tape devices can also serve as input devices, and the CD-ROMs can serve as output devices

Hard disks can hold thousands of programs. The capacity of a typical PC hard disk built in 1990's is about 500 megabytes, but some hold twice that amount. The disk, which actually is one or more planers, is bulb into the computer receives and transmits data via a machine called in which a mechanical device spins the dish electronic device. Floppy disks are small magnetic disks that moved from the computer. Floppy disks are store information for later use by the same and to move information from one computer.

Common Uses of Computers

The uses of computers today are as diverse as the forms of computers that exist in the market.

3D Animation

3D animation is the computer design field which is concerned with animating objects that have been created in 3 dimensional models. Such 3D models can be manipulated to move and act like real life objects and computer simulation

Music Production

Computers became a very important tool in music production starting in the 80s when they were used to digitally master and control musical instruments via the Musical Instrument Digital Interface (MIDI).

Video Editing

Video editing is all about manipulation of motion video by rearranging and adding special effects in order to produce meaningful audiovisual files.

Automation

Computer automation is the use of control systems to operate a selection of devices in the home, office or industrial establishments. Common devices that can be controlled this way include telephone networks, ships, aircraft, domestic electronics and industrial facilities.

Computer as Robotics and Humanoids

A robot is an advanced and automated device which may be mobile and capable of sensory feedback and data processing. Robotic Process Automation is an emerging form of business process automation technology based on the notion of software robots or artificial intelligence workers.

Web Browsing

For many people, information is perhaps the most important aspect of desktop computers, laptops and smart phones. When computers and Internet became commonplace starting in the 80s and 90s, users rushed out to seek information through surfing via browsers like internet Explorer, Yahoo and Google.

Some areas where computer technology has impacted contemporary society

Computer technology was introduced into medical science beginning in the 1950s. Gustav Wagner in 1949 established the first professional organization for health informatics in Germany. During the 1960s, there were specialized university departments and informatics training centers established in Netherland, Germany, France, and Belgium. During the 1970s medical informatics research units appeared in the United States and Poland and much work towards the development of high-quality health education began in these developed countries. These developmental works focused on research, infrastructure, and the education field of healthcare services using ICT technology.

A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations (Lowther, et al. 2008; Weert and Tatnall 2005). As Weert and Tatnall (2005) have pointed out, learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches.

Importance of Computer Technology in Everyday Life

Computer technology is used to serve and connect people in the modern world. Desktops, laptops and mobile devices network the world together and perform multiple operations at once. This industry includes more than these machines. Individuals, communities, government and organizations rely on computer technology to produce the majority of things in their lives, such as food, services, entertainment, care, communication, education and transportation.

Computer Technology in Food

Farmers use innovations in computer technology to determine the best time to plant, fertilize, harvest and sell crops. The Internet offers weather and stock market reports in real-time, and its global network of potential buyers is more expansive than local merchants. As farmers become aware of new farming technology, they can adapt their future farming methods. It assist farmers to plan market so as to obtain better price for produce and it also save from exploitations from the middlemen, who uses the prevailing information-gap (Lim, 2007).

Computer Technology in Services

Many types of operations, such as billing, record keeping, transactions and planning, take place through commercially available or customized machines. ATM machines, gas station pumps, GPS units and barcode scanners may be common in everyday life; however, each relies on circuit boards and digital data to meet the needs of consumers sometimes using smart phone.

Computer Technology in Entertainment

Major motion pictures and television programs use some form of visual, audio and animation effects in their production. Video games employ graphics produced by a computer, and each game plugs into a computer-based home entertainment system. Players can play by themselves

or with others over the Internet. Some game systems can sell downloadable programs and stream movies online.

Computer Technology in Communication

Computer technology has contributed immensely to social and economic improvements, such as higher employment and productivity, increasing access to a higher quality of life (Chandrasekhar & Ghosh, 2001). Computer technology incorporates electronic technologies and techniques used to manage information and knowledge, including information-handling tools used to produce, store, and process, distribute and exchange information (UNTFTD, 2003). They enable communication with people both within and outside the business, using various technologies, including e-mail.

Computer technology can generate important contributions to public health, from education to surveillance. In the education and higher learning context, it enables healthcare professionals to be updated and trained on knowledge advances wherever they are located (Chandrasekhar & Ghosh, 2002)

Computer Technology in Transportation

The basic functions of modern vehicles are controlled through computer chips and circuitry. Engine microprocessors calculate the proper mix of air and fuel for combustion, and a circuit board regulates the timing of the spark plugs. Certain safety features or luxuries, such as airbags, cruise control, anti-lock brakes and automatic transmission, all rely on computer technology to function. GPS systems passively receive satellite signals that inform drivers of their location or how to find a specific destination.

Business

Computer technology benefits business at every level. Computer technology allows for the automation of numerous manufacturing processes. It provides real-time access to financial markets across the globe, 24 hours a day. A variety of software packages exist that enable companies with multiple warehouses to track total inventory, ordering and sales for the entire company, rather than wait on weekly or monthly hard copy reports. The internet provides a means for businesses to list their full line of products and provide purchase options without catalogues, brick –and –mortar store locations or on-site personnel.

Travel

Computer technology radically alters the process of travel. Savvy travellers no longer need a travel agent to get to their destination of choice. Online services provide travellers the chance to book tickets, compare prices and even to plan routes for travel by car, all of which reduce costs in time and money, GPS systems, particularly in-vehicle GPS systems, give drivers accurate navigational information as they travel.

Fast access to research and information

Gone are the days when the only way to research and do your assignments is through the library. Today, the availability of a computer in education makes it a whole lot easier and faster to access everything you need to research. In just a few clicks, you can get all the answers you need for your school projects use (Abbott and Faris 2000; Whelan 2008).

Making tasks easier

Most schools now issue Chrome books or tablets instead of costly and weighty textbooks. All subjects, worksheets, and assignments are on a little device weighing less than two or three pounds, which they can easily take with them, no matter where they go. Students can no longer use the excuse “I forgot my assignment in my desk” or “I left my homework at home” because they upload each assignment to the Cloud as it is completed

Using Computer Technology in Education

The merits of ICT in education have been extolled in the literature. The use of ICT has been found to: Assist students in accessing digital information efficiently and effectively As Brush, Glazewski and Hew (2008) have stated, ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT. Support student-centered and self-directed learning Students are now more frequently engaged in the meaningful use of computers (Castro Sánchez and Alemán 2011). They build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT, students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials. Produce a creative learning environment ICT develops students’ new understanding in their areas of learning (Chai, Koh and Tsai 2010). ICT provides more creative solutions to different types of learning inquiries. For example, in a reading class, e-books are commonly used in reading aloud activities. Learners can access all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary- building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purposedesigned applications that provide innovative ways to meet a variety of learning needs. Promote collaborative learning in a distance-learning environment Koc (2005) mentioned that using ICT enables students to communicate, share, and work collaboratively anywhere, any time. For instance, a teleconferencing classroom could invite students around the world to gather together simultaneously for a topic discussion. They may have the opportunity to analyze problems and explore ideas as well as to develop concepts. They may further evaluate ICT learning solutions. Students not only acquire knowledge together, but also share diverse learning experiences from one another in order to express themselves and reflect on their learning. Offer more opportunities to develop critical (higher- order) thinking skills Based on a constructive learning approach, ICT helps students focus on higher-level concepts rather than less meaningful tasks (Levin and Wadmany 2006). McMahon’s study (2009) showed that there were statistically significant correlations between studying with ICT and the acquisition of critical thinking skills. A longer exposure in the ICT environment can foster students’ higher critical thinking skills. Thus, schools are strongly advised to integrate technology across all of the learning areas and among all learning levels. Where this is done, students are able to apply technology to the attainment of higher levels of cognition within specific learning contexts.

Improve teaching and learning quality As Lowther et al. (2008) have stated that there are three important characteristics are needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity. Autonomy means that students take control of

their learning through their use of ICT. In this way, they become more capable of working by themselves and with others. Teachers can also authorize students to complete certain tasks with peers or in groups. Through collaborative learning with ICT, the students have more opportunity to build the new knowledge onto their background knowledge, and become more confident to take risks and learn from their mistakes. Further, Serhan (2009) concluded that ICT fosters autonomy by allowing educators to create their own material, thus providing more control over course content than is possible in a traditional classroom setting. With regard to capability, once students are more confident in learning processes, they can develop the capability to apply and transfer knowledge while using new technology with efficiency and effectiveness. For example, in an ESL listening and speaking class, students may be asked to practice their pronunciation using an online audio dictionary. They are required not only to listen to the native pronunciation from the dictionary, but also to learn the definitions and examples of a new vocabulary item. They then have to make a recording of their own pronunciation and provide examples of how this new word is used in context. Before completing this task, they have to know which browser to use in order to search a suitable online audio dictionary. They will have to browse several online dictionaries, and select the one that best meets their learning needs. In addition, finding good software to record their voice is another prerequisite for these learners. Therefore, the whole learning process enriches students' learning skills and broadens their knowledge beyond what they already know. By using ICT, students' creativity can be optimized. They may discover new multimedia tools and create materials in the styles readily available to them through games (Gee 2007, 2011), CDs, and television. With a combination of students' autonomy, capability, and creativity, the use of ICT can improve both teaching and learning quality. Support teaching by facilitating access to course content Watts-Taffe et al. (2003) found that teachers can act as catalysts for the integration of technology through ICT. If the encouragement, equipment, and necessary technological support are available from institutes for the teachers, developing an ICT class will be easier for them. The main responsibilities of these teachers will be changing their course format, creating and explaining the new assignments, and arranging for the computer lab through their technology learning specialists or assistants. In sum, as Reid (2002) has indicated, ICT offers students more time to explore beyond the mechanics of course content allowing them to better understand concepts. The use of ICT also changes the teaching and learning relationship. Based on the findings of Reid's study, teachers reported that the relationship between teacher and learner is sometimes reversed with regards to information technology. This relationship boosts students' confidence when they are able to help teachers with technical issues in the classroom. Therefore, ICT changes the traditional teacher entered approach, and requires teachers to be more creative in customizing and adapting their own material. While ICT is changing teaching and learning for the better in several ways, the existing literature has also identified some barriers. In the following sections, these barriers are classified into four categories based on the perspectives of students, teachers, administrators, and ICT infrastructure.

Other Ways Technology Has Changed Education

As mentioned in earlier sections of our report, technology is radically changing the way we understand the learning process, defined by Wikipedia as the set of strategies people deploy

in “acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences.” Computer-based instruction is now prevailing throughout the learning environments all over the world, reshaping minds and imposing new roles on both teachers and students. Thanks to the integration of technology in classroom environments, students are active, motivated and eager to learn ((Lim, 2007).). They also assume greater responsibility for their learning (Johnson, Schwab, & Foa, 1999). Individualizing learning, which is regarded as an implication of technology, makes students more capable to cope with problems independently (Choy, D., Wong, F. L. and Gao, P., 2009). Consequently, teachers are no longer transmitters of information; rather, they are engineers or designers of learning environments. Their main task is to re-arrange the elements of effective learning through placing themselves in the middle between students and curricula. However, recent studies have shown that technology has a negative impact on the process of education (independently (Choy, D., Wong, F. L. and Gao, P., 2009).), particularly on the four areas stated below:

Deterioration of students’ competencies in reading, writing, and arithmetic, which are the basic three skills any student is expected to master;

Dehumanization of education in many environments and distortion of the relationship between teachers and students;

Isolation of students in a digital and virtual world that distances them from any form of social interaction;

Deepening of social inequalities between the haves and the have-nots that is students who can possess technology and those who cannot.

Another example of the negative effect of technological devices such as smart phones, tablets, PCs and laptops on students’ performance is brought to us by Strain-Moritz (2016), an experienced teacher who ascertains that texting has negatively impacted

students’ ability to write full sentences, with no fragmentation or awkward punctuation. Alhusban (2016) also stipulates that classroom technologies drastically affect students’ ability to write, notably when it comes to spelling and punctuation, grammatical accuracy, spelling, proofreading, critical thinking, respect of coherence and linearity. She also argues that constant exposure to short forms cripples students’ ability to splash out effort in writing and that the short forms that are frequently used in texting makes it daunting for them to distinguish formal conventions of writing from informal ones.

Conclusion and Recommendation

Since the introduction of computers and computer technology, the society has benefitted a lot from it, ranging from ICT in several areas, in the classroom in the showroom, in hospitals, engineering, aeronautics, in the music industry, in business, sports, in teleconferencing, in power point presentation, in various offices, in computer simulation, and so on. As good as it is, there are also some problems associated with computer technology, reliance on technology, students no longer pay attention to their teachers; rather, they prefer playing computer games, watching bad films and so forth.

Wilkins (2014) provides a list of recommendations on how to handle technology in a way that would not be threatening to students. Her suggestions encompass:

Making sure learners to interact with each other even when immersed in their digital world,

Devising activities which necessarily promote communication and collaboration,
Sharing and comparing (blog posts, classroom projects ...) to see how technology can connect learners all around the world,
Encouraging tech-savvy students to design interactive content that would enrich the course

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