

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

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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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