

COVID-19 PANDEMIC: A DISASTER TO EDUCATION IN NIGERIA

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Abstract

This article examined the issues relating to COVID-19 Pandemic which was described as a disaster to Nigerian Educational Administration. It therefore went further to describe the impacts of the pandemic on educational administration. The paper also defined the educational administration and the area of disastrous attack which made the school administration process to be difficult. Though there are disasters on the educational provision, however the article also exposed those good areas which were noted by educational administrators because of the advent of the COVID-19 pandemic. It was therefore concluded that the COVID-19 pandemic disaster had negative effects on the quality educational administration in Nigeria; suggestions were proffered to help cushion its ugly effects and improve on the educational administration in the country.

Keywords: COVID-19, Pandemic, Disasters, Educational Administration, Nigeria.

Introduction

It is an undisputable fact that the society is looking up on to the education as the only tool and measure for achieving a sustainable national development. It should be noted that no nation can aspire to a greater height and meet up to the global standard and relevance federal republic of Nigeria (2013) if such a nation toys with the educational provision to her citizens. However, education had been respected to be a social responsibility that every citizen should be enjoyed as a citizen of a country, it is a birth right of every citizen. No wonder that the social demand for education in Nigeria had been so high to extent that the educational institutions had been proliferated. The social demand on education in Nigeria lead to overcrowded classroom; also many of the schools in Nigeria are grossly over populated. Ijaiya (2007) observed that the classroom populated ranges from 1:100 to 250 in a classroom. Yet the teachers and school administrators had been adopting series of coping strategies like shifting system, the use of smart boards, tutorials, the use of instructional facilities to teach, sponsorship of conferences, workshops and internship etc. The efforts aid effective goals achievement of the educational goals. Educational administrators lead put in best practices to ensure that the educational institutions are well managed towards achieving her institutional administration as the process of directing, coordinating and manipulating the available human and material resources towards achieving the goals. The educational administrators are those personals that manage the other physical resources and human resources for achieving the predetermined objectives. However the educational administrators have been

playing significant role towards enhancing smooth running of their educational institutions. Such roles are: leadership, financial, supervisory. Delegation of authority and power roles all aiming at achieving the educational achievements.

Despite the education administrators' efforts to achieve the predetermined goals, the efforts had been greatly affected by financial, politics, unqualified person institutional locations, rural and urban dichotomy environmental hazards and series of crises in the educational system. Above all is the entry of the COVID-19 pandemic into Nigeria. The COVID-19 pandemic had destabilized the socio-economic situations at the global level. Specifically, Federal Republic of Nigeria had lock down the parks, ports, religious houses, hotels, banks, and the schools with a view of curtaining the community transmission of the COVID-19 Pandemic in Nigeria had crumbled effective school administration in all educational system. The COVID-19 pandemic had constituted itself to become a disaster to the Nigerian School administration which is rational for this write-up.

COVID-19 Pandemic as a Disaster to Nigerian School Administration

Before the entrance of the COVID-19 Pandemic into Nigeria, educational system had been effectively administered and there had been smooth running in the schools. However, with the coming of the pandemic into the country Nigeria in 2020, it had constituted a disaster that had destroyed effective school system including its administration. Therefore, the COVID-19 pandemic had destroyed the effectiveness and efficiency of school administration in the following ways through its negative impacts on the educational system:

Closed down of schools for a year

The fear of the community transmission among the community lead to the fallen standard, quality, poor interpersonal relationship among the students, teachers and other members of the society. the hope of effective and efficient schooling system was greatly jeopardized by the COVID-19 Pandemic in Nigeria.

Moral decadence

In Nigeria there was high perpetration of rape, pedophile, armed robbery, hunger, high rate of isolation, low interpersonal relations, and embezzlement of palliative funds by the governmental agencies. All which constituted problems and natural disasters to the security of life and property of the school system. In short, COVID-19 pandemic is a demonic attack on the educational system in Nigeria. There was high perpetration of gender violence, kidnapping, raping and pedophile cases during the COVID-19 pandemic lock down in Nigeria which is a disaster.

Confusion

COVID-19 Pandemic created confusion in Nigerian educational system. The Federal Republic of Nigeria refused to make any categorical statement on the dates and the time when the school will re-open for the commencement of teaching-learning process; the government kept on changing the resumption dates.

Regular postponement of the external examination: it should be noted that the minister of state for education in Nigeria made a categorical statement of the date the West Africa Secondary Examination would started, all the necessary preparations required for effective

conducts and the stakeholders to provide them for the effective conduct. A week to the commencement of the examination, the minister of education Adamu Adamu however made the presidential order that the examination should be postponed in Nigeria or should be totally cancelled in Nigeria until 2021. The situation had destabilized the plans of the parents, students and well meaning individuals on the educational provision especially in Nigeria.

Students-teachers interpersonal relations was destabilized

The idea of online education to curtail the community transmission made the students-teachers interpersonal relations so difficult. The child-centered approach ranging from group discussion, interactive session of the lesson and other way by which students can learn from one another was destabilized and quality delivery service maybe jeopardized in the era of COVID-19 pandemic.

Also, series of results and certificates forgery are inevitable from undesirable elements in the society. Some people may hide under the online, virtual classrooms and blended learning and forge certificate of higher institutions and use. The quality therefore was compromised. However, it should be noted that the poor quality education is a strong weapon that can destroy any nation, even stronger than atomic bomb; as Ogundele (2008) rightly said that, no nation that toys with educational provision to her citizens can be ranked high among developed nations at the global level. The situations that the COVID-19 pandemic had landed Nigerian educational system are inaccessibility, inequality and poor quality assurance.

Covid-19 pandemic is a disaster to the teachers' welfare, motivation, morale and job satisfaction

The pandemic had negative effects on the welfare of the teachers. The issue led to the total lockdown with either truncated or no teachers' salaries. The situation became a demonic disaster to the teachers' morale and job satisfaction. However, the teachers could not put in their best again during the pandemic. It was the stress of mind and body for the teachers. This therefore affected negatively the Nigerian educational goals achievement.

Finally, COVID-19 pandemic is disaster to the Nigerian educational infrastructural facilities. The COVID-19 pandemic lockdown in Nigeria had made the educational institution to become isolated centers, the available in structural, recreational, lawns and landscaping, buildings, libraries and laboratories are left follow and were not put into use. The situation therefore led to dysfunctionality of the facilities and the infrastructural facilities therefore harbours the criminals, pest and rodents and the level of the insecurity of the campuses set in. due to the pandemic, adequate maintenance culture was lacking, which can later expose the educational institutions to high cost of the materials to maintain the damaged infrastructural facilities in the institutions.

Positive Aspects of Covid-19 Pandemic to Educational Administration

Despite the fact that the COVID-19 pandemic had constituted Great War against the Nigerian educational administration, yet there are some situations that are positively acknowledged to the entry of COVID-19 pandemics to Nigeria in February 14th 2020. The positive aspects of the COVID-19 pandemics to educational administration in Nigeria are:

Overcrowded classrooms and school over-population are eradicated

The COVID-19 pandemic outbreak in Nigeria, made the Federal republic of Nigeria to enforce the social distancing in the school system, so as to curtail the spread of COVID-19 pandemic the social distancing cannot be realized with the pathetic situation of overcrowded classrooms and school over population. The existence of school over population and overcrowded classroom lead to drastic call for more sitting facilities classrooms, instructional facilities that will make the social distancing in the classrooms for effective classroom management a reality (Adeoye, 2006).

The school hygiene was effectively advocated in the era-of COVID-19

The Federal government of Nigeria drastically enforced the washing of hands with soap, creaming with alcoholic sanitizers, the use of face masks, and regular staff and students testing against the COVID-19 pandemics. The security of the schools against the epidemic outbreak was strictly enforced in the schools due to the COVID-19 pandemic if not for the pandemic outbreak, the teaching-learning processes are taking place in an unconducive and filthy learning environment (kayit, 2019).

Exposure of the educational institutional institution on the global competitiveness towards the use of information and communication technology for the teaching-learning processes

It should be noted that due to the fear of the community transmission of the pandemic, the federal republic of Nigeria called on the teachers at various levels of educational system to teach their students through online education approach like virtual classrooms, blended learning, zooming, skypes, telegramming and the use of social and mass media. However, the implementation therefore, exposed the teachers' level of preparedness to the use of the information and communication technology, it shows that the teachers are not prepared for the use of online educations (Akinnubi, 2012). The unpreparedness was due to poor power and energy supply, computer illiteracy inadequate supply of computer aided instructional materials, negligence of the parents and students attitudes to the use of computers, expressiveness of computer gadgets, rural-urban dichotomy and non-integration of computer studies into the school curriculum (Sekarail, 2012).

The need to monitor the level of the nearest neighbor analysis of the schools location was exposed by outbreak of COVID-19 pandemics in Nigeria

It should be noted that the fear of the spread of the pandemic however called for the strategic location of schools through effective school mapping will enable the students to trek a short distance from their homes to the schools without necessary mingle up chastely with other during going and coming to the schools. The efforts of the effective nearest neighbor analysis will reduce the rate over crowded area that maybe caused by the entry and exits of the students in the schools (Adedibu (2005).

Finally, access, equity and quality of educations become an emerging issue of concern in the era of COVID-19 pandemic

The fear of COVID Pandemic outbreak was seriously affecting the socio-economic situation of the country. It was therefore noted that there is the need to provide equity, access and quality education that will be relevant to the societal needs and situation. It was noted that

the increasing rate of COVID-19 pandemic in Nigeria was due to the inadequate research on the curtailing the pandemic using the available local resources (Ogundele, Dade & Janderus (2016).

Conclusion

It is important to note that the COVID-19 pandemic had constituted risk to the destruction of life and properties. It had made the lives unbearable to many citizens to extent that socio-economic situation was on hold for many months the pandemic however constituted itself as a disaster to Nigerian educational administration it was however observed that the pandemic had caused moral decadence, dilapidation of the school building isolation of educational institutions, total lockdown of schools, poor teachers morale and teachers job satisfaction. However the situation caused job stress among the teachers. Despite the fact that COVID-19 is a disaster to the educational administration, the pandemic had exposed some realities that the school administrators should prepare for effective administration of schools in the post-COVID-19 pandemic era.

Suggestions

The nearest neighbor analysis need to be adequately monitored in order to curb the overcrowding of the students that many cause the spread of the COVID-19 right from the schools.

Secondly, financing of education should be responsibility of all stakeholders in Nigeria. The financial contribution will aid effective online education delivery service, provision of the instructional facilities, teachers' welfare services and financing of relevant research that will curtail the pandemics in Nigeria.

Thirdly, there should be a centre or unit that will monitor and supervise the educational institutions in order to ensure that there is high level of compliance to the guidelines for the containment of the pandemics.

Finally, teachers should be well motivated by way of training and retraining opportunities, impressive salaries, supply of educational working tools, creating of conducive and well secured working environment. The effort will help the schools to be effectively administered in the era of COVID-19 pandemic and solve the risk of disaster damages in the school system.

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