

# APPRAISAL OF COVID-19 ON NIGERIAN EDUCATION AND ECONOMY: A SOCIO – ETHICAL PERSPECTIVE

By

Adesanwo, Emmanuel Remi  
Department Of Religious Studies,  
Adeyemi College Of Education, Ondo.  
[adesanworemi@Gmail.Com](mailto:adesanworemi@Gmail.Com)  
08030630026

## Abstract

The covid-19 pandemic remains a major problem experienced around the world, the challenges of Covid-19 pandemic has resulted to the closure of all schools and institutions of learning in Nigeria, the Covid-19 pandemic is now the main thrust at all level of governance and the society at large. Therefore, the effect of the Covid-19 pandemic on the Nigerian Education and how it affects the school calendar for 2020, students' academics interest, the position of e-learning and classroom conventional learning is seriously affected due to the pandemic. This paper seeks to investigate the effect of Covid-19 on students' academic interest, e-learning, 2020 academic calendar, on Nigerian students especially with focus on the online teaching and learning process. Hence, the research seeks to investigate the implication of covid-19 on education and economy development of Nigeria.

**Keywords:** Covid-19, Nigerian education, economy and socio-ethical perspective

## Introduction

The coronavirus which is popularly known as COVID-19 has disrupted the global educational system as most countries around the world have resulted in temporarily closure of all educational institutions in an attempt to control the spread of the pandemic. According to the report by UNESCO (2020), the closure of educational institution has affected over 91% of the world's student population. The ripple effect of this pandemic has been felt by both the educators and students in primary, secondary, college and universities as academic sessions were disrupted after the coronavirus was declared a public health emergency. This has left many students and educators in a rude shock as some of these institutions were at the point of preparing for examination, admitting of freshmen, beginning of a new semester, amongst others. Universities around the world including Africa have resulted in looking for ways to cope and adapt to academic changes as a result of this pandemic.

The coronavirus outbreak, later coded as Covid-19, hit the world like a thunderbolt towards the end of December, 2019. At its inception in Wuhan city in China, it was regarded as a regional health challenges whose global potential risk was summarily underestimated. Although, many countries were in solidarity with China upon this health disaster, covid-19 was nonetheless not perceived as a threat with a global scale. In fact, the World Health Organization (WHO) declared that the health crisis in China had no global potential threat. However, given that the modern world is entrenched in the concept of globalization and the position of China as the manufacturing hub of the world; a seemingly less risky Chinese health issue metamorphosed into

a global scale with lethal consequences (prince and van Holm, 2020; Ezeaku and Asongu, 2020). As at the 20th of June 2020, statistics showed that the total global confirmed cases of covid-19 were 8,753,853 while the global death toll was 463,281. This indicated a 5.29 percent fatality rate and about 20 percent recovery rate (WHO, 2020).

Education is a process of teaching and learning whose primary purpose is to develop individuals' knowledge, skills and behaviours (Simon & Itans, 2020). As put by UNESCO (2006), nations have a quest to provide learning environment that are economically, socially, culturally and physically accessible for all children. It is, therefore, for this quest that countries keep adapting and updating their basic education policies. People can similarly be educated through online reading of e-books, excursion, exploring their environment or even by attending classes (Peters, 2010). Furthermore, processes in education are viewed as tasks related to achievement; that is to refer to what people can consequently achieve in terms of production at individual, national and international levels (UNESCO, 2007). Thus, school closures due to coronavirus (Covid-19) are affecting learners worldwide. By the end of March 2020, over 180 countries had closed down their schools, affecting 87.4% of learners (over 1.5 billion students). Governments are taking action to support learners to continue their education remotely. Some are using technology, but they face a number of challenges as they also deal with countrywide healthcare emergencies and likely economic recession. One observes that school closures due to earth crises such as Coronavirus, Ebola outbreaks impact learners. They lead to more school dropouts, leave learners at higher risk of abuse, loss of confidence and self-esteem, and decline in quality teaching and learning process.

Like many resource-dependent developing countries, Nigeria has faced the brunt of the fluctuations in the price of crude oil-which accounts for about 70 percent of her gross domestic product (GDP) and 65 percent of total government revenue. The rise in government spending driven by the need to combat the effect of covid-19 had increased the country fiscal deficit and her susceptibility to high public debt vulnerabilities. Furthermore, the depressing global capital flows which put serious pressure on Nigeria foreign exchange reserve and exchange rates (Sea Africa, 2020), has also affected the conduct of sundry monetary policies in the country. This situation is expected to result into macroeconomic consequences outcome such as economic growth, inflation, unemployment and high exchange rates.

### **Importance of the work**

Given that the covid-19 pandemic is relatively recent, articles that discuss its effects on the Nigeria's education system and economy and possible coping strategies are limited. This work discusses the effects of the covid-19 pandemic on the Nigeria's education system, economy development and possible coping strategies.

The work suggests strategies that can help Nigerians and the Nigerian government cope with the devastating effects of the covid-19 pandemic and similar pandemics on education and economic crises in future.

### **Conceptual Clarification on Education, Economy and Covid-19**

The concept of education is not something to give a generally acceptable definition. For there are so many definitions as there are many authors who tend to define it from their own point of view. Collins Concise English dictionary defines education as "the act of or process of acquiring knowledge and the theory of teaching and learning" Everton (2009), sees it to mean "learning which is training and bringing up". According to Peter (2007), Education is a process

of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be the children or adult. This concept implies that those who go through it want to improve themselves. Lieyd (2008) sees education as a process of acculturation through which the individual is helped to attain the development of his potentials and their maximum activation when necessary according to right reason and to achieve his perfect self-fulfillment. Also, it is a deliberate systematic and sustained effect to transmit, evoke or acquire knowledge, value, attitude and skills. For Cater Good, education is the art of making available to each generation, the organized knowledge of the past.

Education is a form of learning in which knowledge skill and habits of a group of people are being transferred from one generation to the next through teaching, training or simply by auto dictation . It occurs through any experience that has a formative effect on the way one thinks, feels or acts. Agba (2017) Sees it as a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task. It is the power of reasoning and judgement, and generally preparing oneself or others intellectual for mature life. We have two type of education, these are formal and informal.

Education is as an aggregate of all the process by which a child or young adult develop his/her abilities, attitude and other forms of behaviour which are of value to the society in which he/her lives. It is the conscious training of the young to a life useful to him/her and to the society to which he belongs, Adegboye (2020) stated that education is an organized and sustained communication designed to bring about learning which involve the acquisition of basic and necessary skills, Knowledge and competence by the learner to change his/her attitude positively towards contributing to the national economic development. It is the society that educates the child, and such education starts form early years of life popularly referred to as life-long education. Education provides the child the opportunities to discover self and become useful and self-reliant. The various levels of education, which are applicable to the Nigeria situation, include the pre-primary, primary, secondary, as well as tertiary (ADEA, 2020).

### **The Economic Development in Nigeria**

Economic growth includes changes in materials production and during a relative short period of time, usually one year. In economic theory, under the concept of economic growth implies an income. Growth can be achieved, for it does not achieve the developmental course of the economy. So economic development amount involves not only an increase in material production, but also all the other socio-economic processes and changes caused by the influence of economic and beyond economic factors.

Economic development is therefore expressed in a longer period of time. Economic development of an economy consist of a series of structural changes. The economic development of the country will be achieved through greater participation of the processing capacity of industrial production (secondary sector), and at higher level is increasingly dominated by service sector (tertiary sector).

For the economic development of any country is also of great importance and change in production structure and introduction of new product, new techniques and technologies, new process of production i.e in their new location, and not labour, but of the entire technical potential. As for the operating assets, relocation of technical potential is done through the engagement of cash accumulation, in order to build new generating capacity.

Economic development is about positioning the economy on a higher growth trajectory, of the two, economic development is less uniquely a function of market forces; it is the product of long-term investment in the generation of new ideas, knowledge transfers, and infrastructure,

and it depends on functioning social and economic institutions and on cooperation between the public sector and private enterprises. Economic development requires collective action and large-scale long-horizon investment. Economic development addresses the fundamental conditionals necessary for the microeconomic functioning of the economy.

Though it is certainly possible to have growth without development in the short or even medium-term, economic development create the conditions that enable long-run economic growth. Jobs are a main concern of policy: for growth what matters is the numbers of jobs while for economic development the focus is wages, career advancement opportunities, and working conditions. Economic development depends on education so that workers can more fully participate in the economy, social and cultural pattern of behaviour that encourages initiative and engagement, and co-operation rather than adversarial relationship between government and business. Economic development require balance: increased education require complementary efforts to support a sophisticated economy that will provide jobs. Focusing on education without supporting the development of industry creates a brain as skilled labour migrates to opportunity. This has been true for over 70 years in the developing world and is repeated in lagging region in the developed world everywhere (The World Bank(2013).

Economic development has been associated with lagging regions and poverty eradication, often with an international focus. Yet the concept of economic development is increasingly relevant in advanced economies. All regions are vulnerable to economic restructuring and need to consider how to adapt to the changing economy. Places once prosperous have been humbled by international competition and struggle to redefine themselves. Even places currently doing well realize their economic base could quickly evaporate, leaving them insecure about future prospects. Continual restructuring is now the new norm and the universal concern is how to best secure an economic future. The concept of economic development is now relevant to the full range of nation, places and communities(Ali, 2013).

### **Covid-19 (Corona Virus) A Global Pandemic**

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

The novel Corona virus disease 2019 (COVID-19), first identified in Wuhan China in December 2019, has rapidly spread to almost every region of the world. The disease is caused by (SARSCoV-2) The infection has no immediate treatment and vaccine, and it has according to World Health Organization (WHO, 2020) become a worldwide pandemic causing significant morbidity and mortality. There are 1,603,428 confirmed cases, 356,440 recoveries from the illness and 95, 714 deaths worldwide as of April 9, 2020 (Worldometers, 2020). On February 27, 2020, an Italian citizens became the index case of COVID-19 in Nigeria and as at April 9 2020

there were 288 laboratory-confirmed cases of COVID-19 in Nigeria with 51 discharges and 7 deaths (Nigeria Centre for Disease Control, NCDC, 2020).

To prevent further spread of the virus, civil societies and government agencies embarked on enlightenment campaigns for good hygiene and social distancing. Temperature screening was conducted at airports and those returning from countries with numerous confirmed cases of COVID-19 were implored to self-isolate. The NCDC in association with state government also began tracing and tracking of possible victims and their contacts. On March 18, 2020, the Lagos State Government suspended all gathering above fifty people for four weeks and ordered all lower and middle level public officers to stay-at home (Ewodage, 2020). Similarly, the Federal Government, on March 30, 2020 introduced various containment strategies such as closing of the national borders and airspace, school, worship centers and other public places, cancelling of mass gathering events and placing the Federal Capital Territory, Lagos and Ogun states on lockdown for an initial period of fourteen days (Radio Nigeria, 2020). COVID-19 testing laboratories were set up in Lagos, Abuja and Irua in Edo state while State governments opened isolation centers and imposed dawn to dusk curfew in their territories.

The COVID-19, from the family of Corona virus (SARS, H5N1, H1N1 and MERS), is a contagious respiratory illness transmitted through the eyes, nose, and mouth, via droplets from coughs and sneezes, close contact with infected person and contaminated surfaces. It has an incubation period of approximately one to fourteen days. The symptoms include cough, fever and shortness of breath, and it is diagnosed through a laboratory test. The contagion could lead to severe respiratory problems or death, particularly among the elderly and person with underlying chronic illness. Some infected persons however, are carriers for the virus with no symptoms while others may experience only a mild illness and recover easily (Sauer, 2020).

The Knowledge of infection pathways and relevant precautions to take is needed to control the pandemic. While the scientific community continues to research for possible vaccines or drug for the viral infection, it is expected that adequate knowledge will motivate individuals to make decision which may prevent and curb the epidemics. Knowledge such as regular hand washing using hand sanitizers, wearing face masks, respiratory etiquettes, social distancing and self-isolation when sick are vital to reducing widespread infection (Nuhu, 2020). Studies revealed that individuals' level of knowledge about an infectious disease can make them behave in ways that may prevent infection. Consequently, individuals may need to be informed about the potential risk of infections in order to adopt the right precautionary measures (Brug, Aro & Richardus, 2019).

### **Social Analysis of Covid-19 Pandemic in Nigeria**

On 25th May 2020, Nigeria reported 7,839 confirmed cases of COVID-19 and 226 related deaths (WHO 25/05/2020). The number of cases increased exponentially in the first week of May: 3, 526 cases number continued to rise rapidly (OCHA 08/05/2020). The first COVID-19 case was announced on 27th February in Lagos. Since then, over 33, 000 samples have been tested. Most cases (around 60%) have been registered in Lagos and Kano states, followed by the Federal Capital Territory (FCT), where the capital city Abuja is located. 35 of 37 states have reported COVID-19 cases. Conflict affected states including Borno, Adamawa, and Yobe have also reported COVID-19 cases.

At the end March 2020, Nigeria had only five testing laboratories for the entire country, all these in Lagos. Testing was available only for people who had travelled internationally or being in contact with confirmed or suspected cases. WHO stated on 18 March 2020, that the numbers of cases in Africa was likely higher than reported, due to limited testing and

deficiencies in emergency preparedness (HRW 25/03/ 2020). As announced by the WHO and OCHA, testing capacity in Nigeria was increasing. Testing capacity was expanded courtesy of the Nigeria private sector-led Coalition Against (Covid-19 (CACOVID), which provided support to the government with testing kits and extraction kits for fast-tracking molecular testing.

The Nigeria Centre for Disease Control is the government agency in charge of COVID-19 preparedness and response activities. A coronavirus preparedness Group was established at the end of January 2020 by the Nigeria government following the development of the epidemic in China, National NGOs, civil society organization, international NGOs and UN agencies were also engaged in responding to the pandemic and the effect of COVID-19 containment measures.

Since mid – March 2020, the Government of Nigeria has put several measures to prevent, mitigate, and respond to the spread of COVID-19 across the country. These include lockdowns, movement restriction, social and physical distancing measure, as well as public health measures. The degree of implementation and level of compliance from the population varied from state to state; this was related to perception of the government and trust in government directives, and different levels of education and sensitization to the measures (Ade, 2020).

As part of the movement restriction, on 18 March 2020, Nigerian authorities issued a travel ban and suspended visa on arrival for all travellers coming from countries that registered over 1,000 cases domestically. On 6th May 2020, the travel ban was extended to 7th June 2020 (Garda World 06/052020). All commercial flights to and from Nigeria are suspended, and only essential and emergency flight were allowed to fly to and from Lagos and Abuja international airports These included humanitarian aid, medical, and relief flights (ACAPS 05/05/2020; US Embassy in Nigeria; international SOS 13/05/2020). The Federal Government also ordered compulsory health screenings at airport and border crossings, 14 days' self-quarantine upon arrival for people travelling but showing no symptoms, and isolation measures for travellers showing COVID-19 symptoms. However, health screening were not implemented due to lack of capacity and resources.

On the 30th March, Lagos and Abuja were placed under lock-down as the cities recording the highest numbers of cases. Ogun State was also placed under lock-down for being very close to Lagos. The lockdown included closure of all offices and business, except for shops selling food and medicines and hospitals (FEWS NET 04/2020). On 23rd April 2020, as the numbers of cases started to increase, the Government of Nigeria also banned inter-state travels, except for trade of essential goods. International trade was permitted to enter the country and travel across states (FEWS NET 04/2020). On 28th April, President Muhammadu Buhari announced the gradual ease of lock-down measures following negative impact of these on the country's economy and people's living. Business gradually re-opened, mostly in Lagos. Schools and places of worship remain closed across the country to prevent social gathering and allow physical distancing. Bars, restaurants, International and national passenger flights and inter-state travels remain banned (UNICEF 08/05/2020).

Kano state remained in lock-down, the decision was taken after Kano's resident and a survey conducted by Kano's Yusuf Maitama sule University raised suspicion that an increased numbers of death in the state might be related to Covid-19, though they did not report to the authorities (A1 Jezeera, 2020;

The government has also announced socio-economic programmes to ease the impact of COVID-19 containment measures. These included a moratorium for loans received by business within the framework of the Government Enterprise and Empowerment programme and cash transfers of NGN 20,000 (around 51 USD) to some 2.6 million poor household for a period of

four months (ICG last view: 11 /05/ 2020). Food distribution was scaled up by the government in response to COVID-19 containment measures (FEWS NET, 2020).

### **Effects of Covid - 19 on Nigerian Educational System**

Schools were closed for eight months to allow social and physical distancing. Over 46 million students could not attend classes because of COVID – 19 school closures. Children from poor households, children living in conflict – affected areas, and displaced children often did not have access to tools that would enable home – schooling and distance learning (Effiong 2020). Access to education was already particularly challenging in Nigeria, especially in the BAY states, where schools have been damaged, looted, or attacked as a result of conflict or used as temporary shelters by the displaced population. Inadequate school infrastructure, insufficient number of teachers, and lack of learning materials also hampered access to education in the BAY states (HNO, 2019). Before the pandemic, about 27% of children between 6 and 11 years old did not attend school and more than 25% of children between 12 and 17 years old did not have access to education (UNICEF, 2019). More children are at increased risk of dropping out of school because of the pandemic. Pushed by the need to avoid any ‘non – essential’ costs or the need to have additional family members engaged in labour activities, heads of those households suffering negative economic effects of the pandemic might decide not to send their children to school after the end of containment measures. For many children, not attending schools means not having access to essential school provided services.

### **E – learning. A modern dimension to educational system**

The term e – learning connotes electronic method of learning which is associated with computerized learning in an interactive interface at the convenience of both the learners and lecturers. E – learning also implies educational technology. According to Adeoye (2020), e – learning education is concerned with the wholistic incorporation of modern telecommunication equipment and ICT resources into the education system. Parks (2013) posits that the word ‘e’ should refer to ‘everything, everyone, engaging and easy’ in addition to ‘electronic’. The benefits of the e – learning include better content delivery, interactivity, quality content delivery and confidence of both learners and lecturers in the educational sector. Despite the advantages of the e – learning, it is still at its infancy and early adoption stage in Nigeria due to its dynamic structure.

E – learning is still confronted with a lot of challenges in Nigerian Universities especially during this pandemic as this is the only medium available for learning. One of these challenges is epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours’ power supply at a stretch. Irregular power supply in Nigeria is seen as an age – long problem which has affected almost every aspect of Nigeria economy with no exception to the educational sector. This unstable poor power supply has caused a major setback for technological advancement of many universities in Nigeria. Most rural areas in Nigeria where some students are resident are not even connected to the national grid and as such, this student will experience difficulty in utilizing the e – learning platform effectively. Also, shortage in power supply have brought difficulty in powering of educational gadget such as smart phones, laptops and desktop computers needed for learning. (Briter, 2020)

Another major obstacle to e – learning in Nigeria is tied towards the high cost of internet data services. The internet service requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers. In cases where there is data, poor internet connectivity by network provider is of major concern especially when it comes to

video conferences where both the students and lectures have to interact. The cost of accessing the internet in Nigeria is still on the high side. Hence, some students find it a challenge to afford.

The cost of a personal computer (PC) and laptop are still very high in Nigeria considering the income level of an average worker in the country. Few students that are privileged to have a PC/laptop are not connected to the internet as this do attract extra cost which they cannot afford. Also, this poor internet connectivity and high cost of data has resulted in low attendance of students during the online classes. This low online class attendance has also been linked to the poverty situation in the country as some families and students might not be able to afford the basic needs such as food and clean water let alone the expensive gadgets or resources to sustain them for online learning. Another challenge posed by the e – learning education is the incapability of lecturers to assists learners develop the skills and training required to make the e – learning platform effective. E – learning creates room for complete absence of physical personal interactions between students and lecturers and among their colleagues.

### **The Role of E – learning in Nigerian Tertiary education during the pandemic period**

Despite the challenges posed by integrating and embracing the e – learning system, it has become the most preferred platform to learn during global pandemic periods such as the COVID – 19 where movement is restricted and institutions of learning are on lock-down. The adoption of e – learning system for tertiary institution will enhance the efficiency of knowledge as both students and lecturers will have ease access to a large number of information within the global village. In most universities, class space for lectures is usually a problem as sometimes there is clash in timetable or overpopulated students.

The e-learning system reduce the issues of insufficient classrooms for lectures as students can easily take the lectures online without any disruption at their convenience. Also, e – leaning afford students and lecturers to participate in class in their comfort zone with basic amenities they need when compared to the traditional teaching method where sometimes these basic amenities are unavailable for conducive learning. This is supported by the findings of Davis (2020) that undergraduates in India have a higher acceptance level of comfort working with computers and other e – learning packages than the traditional face to face classroom.

E – learning provides a platform for students to interact with themselves through the discussion forum which eliminates the barrier of participation. It also allows for effective communication and fosters relationship between students and lecturers. It also allows students to study at their open pace and convenience as the lecture material is readily available and the content delivery of the lecturer is quite accessible to them. Hence, it increases satisfaction and decreases stress. The knowledge of e – learning will expose both lecturers and students to the reality of the world outside the classroom since the world is a global web. The e – learning exposure will ease the student’s integration into organizations where such platforms are optional.

E-learning can be said to be cost effective as it reduces travel time and infrastructural development in terms of buildings. Arkorful and Abaidoo (2014) discovered that the cost benefit of e-learning in training students is lesser than that of physical (face-face) contact. This was arrived at after considering some factors namely: the number of student trained; distance to be travelled; time of training. Guragain (2006) also posit that the value of face – to - face class contact content development, distribution and maintenance cost are exclusively high as compared to e-learning which is of lower cost. All these show that adoption of e-learning tends to solve educational challenges especially at a time such as the COVID – 19 pandemic. However,

Adeyemi College of Education adopted the use of E-learning during the period of high incidence of Covid-19 pandemic. (Bangay (2020)

### **The Negative Effects of the Covid-19 Pandemic in Nigeria**

Generally, the Covid-19 pandemic has social, religious, political and economic effects on the economy. Some people might argue that it is too early to discuss the effects of the pandemic. However, the pertinent question is, when likely will the pandemic be over? According to experts, the Covid – 19 pandemic may not go away, anytime soon or completely (Brito, 2020). Therefore, it is important to discuss the effects now so that measures or actions can be taken to cushion the effects of the pandemic. The following are the negative effects of the Covid – 19 pandemic in Nigeria: (Decosimo, 2019).

#### **I. Job Losses**

Many people have lost their jobs as a result of the outbreak of the Covid – 19 pandemic and many jobs are in jeopardy in the near future. The pandemic has worsened unemployment situation in Nigeria. For instance, the unemployment rate in Nigeria before the pandemic stood at 21.1 per cent

#### **II. A Sharp Drop in Income of the Informal Workers and the Poor**

The informal workers and the poor are the hardest hit by the Covid – 19 pandemic because they live on daily income. This category of people includes street vendors or hawkers and petty traders, taxi drivers, motorcycle (ie. “Okada”) riders, artisans, hairdressers and garbage collectors, etc. They engage in daily trading activities for their daily bread. The lock-down and other containment measures have threatened their means of livelihoods and subjected them further to poverty and hunger. It is important to note that the informal workers constitute about 60 per cent of the global labour force (International Labour Organization, 2020) and they live on less than \$2 per day. (Akoni, 2020)

#### **III. Business Closures (Bankruptcy)**

Many businesses, particularly small and medium enterprises (SMEs) have been closed down as a result of the Covid – 19 pandemic. SMEs are badly hit by the outbreak of the pandemic due to their vulnerability and limited resources. Measures such as self-isolation or quarantine, social distancing, ban on social gatherings and closure of markets taken to contain the spread of the diseases have impacted negatively on their operation, sales and profits. Many SMEs have experienced demand and supply chain shocks during this pandemic.

#### **IV. Agriculture and Food Insecurity**

The Covid – 19 pandemic has affected the production and marketing of agricultural products. No doubt, the pandemic has worsened the food insecurity situation in the country. The demand and supply chains of agricultural products and foods internally and externally have been affected as a result of the measure adopted to contain the spread of the disease. Farmers find it difficult to obtain seedlings, fertilizers, pesticides and farm implements. Moreover, labour-intensive agricultural production process have been affected due to labour shortages and logistical constraints.

## **V. A Sharp Decline in Oil Revenues**

Nigeria is a mono-product economy (Agbaeze & Uko, 2018; National Bureau of Statistics, 2019). It depends heavily on the export of crude oil for economic growth and development. The outbreak of the Covid – 19 pandemic has affected negatively the price of crude oil in the international market. For example, the price of crude oil dropped from about \$60 per barrel to less than \$30 barrel (Ozili, 2020) and this has affected negatively the revenues from the sales of crude oil for Nigeria.

## **VI. School Closures**

The Covid – 19 pandemic has posed a huge challenge to education systems. With the ban on social gatherings and the social distancing measure adopted to contain the spread of the disease, many schools (primary, secondary and tertiary) have been closed down. Academic activities have been suspended and many academic calendars have been disrupted. The implication is that students would not graduate at the expected time.

## **VII. Death Toll**

The Coronavirus pandemic has claimed many lives across the country. The statistics released by the NCDC as at 23rd May, 2020 shows that 221 deaths have been recorded since the outbreak of the disease. The number of active cases as at 23rd May, 2020 stood at 5,123 (NCDC, 2020). This is a serious cause for concern considering the poor state of the health facilities in the country.

## **VIII. Economic Uncertainties**

Nigeria economy is bleak, sliding towards a recession or an economic contraction as a result of the Covid – 19 pandemic. Indices of economic recession abound. Prices of goods and services have sky-rocketed during the pandemic. Unemployment has increased and exchange rate has become volatile. Moreover, economic activities have been greatly disrupted and the Covid – 19 pandemic has no cure for now. This situation makes the economy unpredictable.

## **Conclusion**

The present world pandemic is making the educational sector and Nigerian economy stakeholders to look inward. Institutions embraced e-learning which serves as alternative to the face-to-face contact learning thereby helping the institutions cover gaps the pandemic might cause the institutions academic calendar. The adoption of e-learning during the COVID-19 pandemic has exposed a lot of lapses and gaps to be filled in the Nigerian educational system. The plunge in oil revenues in the wake of the Covid – 19 pandemic has shown that relying on the oil sector alone as the backbone of the economy can be disastrous. Therefore, there is the need to diversify the economy.

## **Recommendations**

The following are the strategies that could help Nigerian education and the Nigerian government cope with the devastating effects of the Covid – 19 pandemic:

### **I. Monetary Policy Measure**

Some monetary policy measures have been announced by the Nigerian government through the Central Bank of Nigeria (CBN) with a view to mitigating the effects of the Covid – 19 pandemic on the Nigeria's economy. For example, the CBN has announced a stimulus package of N 3.5 trillion for economic recovery (PKF, 2020). Also, the CBN has approved the sum of

N50 billion (\$138.89 million) as a credit facility for households and SMEs that have been badly affected by the pandemic. Another N100 billion (\$277.78 million) has been earmarked for the health sector. Additionally, the sum of N1 trillion ( \$2.78 billion) has been approved as a credit facility for the manufacturing sector. Furthermore, the interest rates on all the CBN interventions have been reduced from 9 to 5 per cent and a one – year moratorium on all the CBN interventions has been introduced. This is a right way in the right direction to move Nigeria out of the woes of Covid-19.

## **II. Fiscal Policy Measures**

The Nigerian government should also implement some fiscal policy measures in order to mitigate the effects of the pandemic on the economy. For example, the government should reduce the existing tax rate or give tax breaks to certain SMEs. This would free some money for business expansion. Moreover, the government should increase its spending in the provision of basic infrastructures.

## **III. Diversification of the Economy through Agriculture**

With the sharp decline in oil revenues due to the covid-19 pandemic, it is imperative that Nigeria diversifies its economy. As a matter of fact, diversification of the Nigeria’s economy is long overdue. The sudden and sharp fall in crude oil price suggests that Nigeria should consider other options of sustaining its economy apart from oil sector and agriculture is better alternative.

## **IV. Revamping of the Manufacturing Sector**

The manufacturing sector is regarded as the hub of the economy (Uma et al., 2019). However, for many years, the Nigerian government has not accorded the manufacturing sector its rightful place in the development and sustenance of the economy. This is attributable to the oil boom of the 1970s. Thus, Nigeria has become a consuming nation (Bamiro, 2010). Nigeria relies heavily on imports for economic sustenance (Kemi, 2019). Overdependence on imported goods explains why the Nigeria’s economy is usually badly affected during global crises.

## **V. Adoption of E – Business Model**

With the lessons learnt from the Covid – 19 pandemic, business organization need to come to terms with the new order of doing business, which is e – business. Business organizations must go online if they must remain business and be competitive. Due to lock-down and restrictions of movement during this pandemic, many customers have adopted online shopping. Interestingly, online shopping allows goods bought to be delivered to the buyer right at the comfort of their homes. This should be encouraged and strengthened.

## **VI. Adoption of E – learning Education**

The outbreak of the Covid – 19 pandemic has made virtual classrooms or online education system (i.e. e-learning) indispensable. Online education system enables students to learn from home. With the lock-down policy and other containment measures enforced during this pandemic, many schools have adopted online education system so that academic activities would not be disrupted. Interestingly, some schools, particularly in developed countries, had adopted online education system even before the outbreak of the Covid – 19 pandemic. Nigeria must embrace online education system in addition to the existing traditional classroom system. To do this, the Nigerian government should provide online learning environments and resources.

## VII. Acquisition of Relevant ICT Skills

The shut-down of business, government offices and other organizations during this pandemic has made ICT skills indispensable. Remarkably, many employees work from home (i.e teleworking) during this pandemic. Also, many business and government meetings were held online via video conferencing platforms such as zoom, skype and Whatsapp video during this pandemic. Therefore, employees must acquire relevant ICT skills for their services to be retained.

## VIII. The Need for multiple sources of Income

The outbreak of this pandemic has underscored the need for multiple sources of income. Many people have lost their jobs due to the pandemic and some people who depend on one business as a source of livelihood have lost their business. One of the lessons learnt from this pandemic is that relying on one source of income is tantamount to putting all your eggs in one basket and it could be disastrous when that source of income is lost. Having multiple sources of income is important because when one source of income is affected, there would be other source (s) to fall back on. For paid-employees, it is advisable to build other sources of income that can be combined with their main jobs.

## References

- Adam , A.A. (2019). A reflection on the proposed 2020 education budgetary allocation . people 's Daily. <https://peoplesdailyng.com/a-reflection-onthe-proposed-2020-education-budgetary-allocation/>
- Ade, S,. (2020) effects of corona virus on educational institutions in Nigeria. Abuja . Ajazeera (2020) corona virus : all you need to know about symptoms and risks. <https://www.alijazeera.com/news/2020/01/coronavirus-symptoms-vaccines-risks-20022122194509687.html>
- Adegboye, O.,& Henshaw , U. (2020). COVID-19:how Nigeria is innovating around education. Center for education and international development (CEID), UCL institute of education. Blog series #009: education in the time of COVID-19. <https://blogs.ucl.ac.uk/ceid/2020/04/22/adeboye-henshaw/>
- Adeoye, I. A., Adanikin, A.F., & Adanikin, A. (2020). COVID-19 and E-learning : Nigeria Tertiary system experience. International journal of research and innovation in applied science (IJRIAS) 5(5) . [https://www.researchgate. Net/publication/341574880-COVID-19\\_and\\_E-learning\\_Nigeria\\_tertiary\\_education\\_system\\_experience](https://www.researchgate. Net/publication/341574880-COVID-19_and_E-learning_Nigeria_tertiary_education_system_experience)
- Agba, P.C.(2017). Media technology and the enlarging world of distance education in Nigeria. International journal of communication : an interdisciplinary journal of communication studies, 2(1).<https://oer.unn.edu.ng/read/media-technology-and-the-enlarging-world-of-distance-education-in-nigeria-2-no-1-2005/file.pdf>
- Akoni ,O. (2020, April 25). COVID-19 lockdown: Lagos partners Microsoft , ATB on digital training for teachers. Vanguard, <https://www.vanguardngr.com/2020/04/>
- Ali A.D (2013) leadership and socio-economic challenges in Nigeria, Singaporean Journal of business economics and management studies 1(9) 2-4
- Anyanwu , J.C. (1933) monetary economics theory policy and institution, Onitsha hybrid publisher Ltd
- Association for the development of education in Africa (ADEA). (2020, April 23). Delivering education at home in ADEA 's African member states amid the COVID-19

- pandemic:brief status report.association for the development of education in Africa (ADEA).retrived june 01,2020,from <http://www.adeanet.org/en/news/delivering-education-home-adea-african-memberstate-amid-covid-19-pandemic-brief-status-report>
- Bangay ,C. (2020,March 31). How can sierra leone’s education response after Ebola help with the COVID-19 response? Global partnership for education. <https://www.globalpartnership.org/blog/how-can-sierraleones-education-response-after-ebola-help-covid-19-response>
- Briter bridges. (2020).innovation maps [ed-tech/digital education companies in africa-Q1 2020]. Briter bridges. <https://briterbridges.com/innovation-maps>
- Brophy .J.E and Everton, Em.(2009) learning from teaching a developmental perspective ,Boston:Aliyn and Bacon,139
- Covid-19-lockdown-lagos-patners-microsoft-atbon-digital-training-for-teachers/
- Csaafrica .(2020).The implication of covid-19 on the Nigerian Economy
- Davis ,E (2020,April 8).mitigating COVID-19 impacts and getting education systems up and running again:lessons from Sierra Leone. Global partnership for education.<https://www.globalpartnership.org/blog/mitigating-covid-19-impacts-and-getting-educationsystems-and-running-again-lessons-sierra>
- Decosimo ,C.A.,Hanson, J., Quinn, M., Badu, p.,& Smith, E.G.(2019) . playing to live:outcome evaluation of a community – based psychosocial expressive arts program for children during the Liberian Ebola epidemic. Global Mental Health, 6.<https://www.Ncbi.nlm.nih.gov/pmc/articles/PMC6521133/S2054425119000013a.pdf>
- Dike,V.E (2010) Review of the Challenges Facing the Nigerian Economy:is national development possible without technological capability ? journal of sustainable develop in Africa 12 (5) :95-96
- Effiong , A. I.; Nseobot, I.R; Akpan , E.J;Dr Umoh M J.; Dr Frank , E. I.; Abere ,OJ.; Abraham, U.P ;Essien, M.O.; Ukpong E.S (2020) assessment of Nigerian Television Authority (NTA) ongoing programme awareness campaigns on corona virus in Nigeria
- Electronic research journal of social sciences and humanities vol 2: jan –mar . issue I ISSN 2706-8242 www. Eresearchjournal. Com [http://csaafrica.Org/the-implication-of-covid19-on-the-nigerian-economy/noun\(2009\)administration of school. Lagos . Nigeria](http://csaafrica.Org/the-implication-of-covid19-on-the-nigerian-economy/noun(2009)administration%20of%20school.Lagos.Nigeria)
- Lloyd, B. (1992) life long learning :the real challenge for the 1990 higher education policy,5(4)33-34
- Lissey R.G. (2010). An Introduction to positive economics, London :6th ed GLBS NTAWDP, 3rd february 2013
- Nuhu , A.S (2020) The Impact of the COVID-19 on the financial markets: evidence from China and U.S.A. Electronic research journal of social sciences and humanities.vol2:issue II. ISSN: 2706-8242 [www.ereserachjournal.com](http://www.ereserachjournal.com)
- Obamuyi, T. M. (2012). Bankending,economic:growth and performance of the manufacturing sector in Nigeria , European scientific journal 8(3):20
- Passy Amani, Education Sector Coordinator, UNICEF.mail :[abwamipassy@unicef.org](mailto:abwamipassy@unicef.org);mobile:+2348035251451
- Perkin , M (1982) mod macroeconomics,ontauto prentice hall canda Inc.the 1999,COFRN.
- Simon B, &Hans H.,S., (2020) schools, skills, and learning :the impact of COVID-19 on education. <https://voxeu.org/article/impact-covid-19-education>
- Temisaren,Odeka,education sector IMO,UNICEF “IMMAP”. Mail [todeka@unicef.org](mailto:todeka@unicef.org);mobile:+2348035104505

The World Bank (2013) Health Expenditure total (percentage of GDP) Available at: <https://data.worldbank.org/indicator/SH.PD.TOTL.ZS> Accessed on 15 April 2015

UNESCO, 2006

UNESCO, 2007

Wikipedia .org (2020) Impact of the 2019-20 corona virus pandemic on education. [https://en.wikipedia.org/wiki/impact\\_of\\_the\\_2019%E2%80%9320\\_Coronavirus\\_pandemic\\_on\\_education](https://en.wikipedia.org/wiki/impact_of_the_2019%E2%80%9320_Coronavirus_pandemic_on_education)

[\\_2019%E2%80%9320\\_Coronavirus\\_pandemic\\_on\\_education](https://en.wikipedia.org/wiki/impact_of_the_2019%E2%80%9320_Coronavirus_pandemic_on_education)

World health organization, 2020