

## PARETO-CRITERION AND IMPACT EVALUATION OF COVID-19 PANDEMIC ON NIGERIA EDUCATIONAL SYSTEM

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### Abstract

Impact evaluation of COVID-19 challenges on Nigeria educational system is the focus of this paper. There are various reasons for assessment of this pandemic; however, the major reason is to document it for future generation. This study therefore, examined the impacts of COVID-19 pandemic on Nigeria educational system. The study was conducted using volunteering sampling technique and 1080 participants were used using telephone and online methods of inquiry. Those who completed the interview were 654 (60.6%) males and the rest 426 (39.4%) were female respondents. The instrument has 32 items and a reliability coefficient of .78. Some of the impacts of COVID-19 on Nigeria educational system are: school closure, stoppage of teaching-learning process, disruption of school calendar, wastages on destructive materials bought for teaching-learning process, salaries were paid for job not done, some academic staff lost their jobs most especially those in private schools due to lack of salary to pay them, many students had died due to COVID-19, it leads to wastages of students time, some students cannot embark on their education due to the facts that some of them had been put into family way, both internal and external examination had been suspended for future date, educational school calendar has to be readjusted, virtual learning and open distance learning are the order of the day, its leads to extra budget to the education stake holders, the learners have been divided into two-the cities and rural dwellers where the virtual learning are not practicable. Based on these findings it was concluded that COVID-19 had negative impact on Nigeria educational system.

**Keywords:** Pareto-criterion, impact evaluation, covid-19, pandemic, educational system.

### INTRODUCTION

Pandemic can be defined to be an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people. In other words the covid-19 pandemic is defined as outbreak of disease in the year 2019-2020 which is known as coronavirus disease 2019 caused by severe acute respiratory syndrome. The virus that causes Covid-19 infects people of all ages. However, evidence to date suggests that two groups of people are at a higher risk of getting severe Covid-19 disease. These are older people (that is people over 60 years old) and those with underlying medical conditions such as cardiovascular disease, diabetes, chronic respiratory disease and cancer.

The preventive measures that can be taken against the Coronavirus disease are the following: washing of hands regularly with soap and water or clean them with alcohol based hand rub, maintains of 1 meter distance between you and people coughing or sneezing, avoid touching ones face, to cover ones mouth and nose when coughing or sneezing, stay at home if one feels unwell, to refrain from smoking and other activities that weaken the lungs and finally practice of physical distancing by avoiding unnecessary travel and staying away from large group of people. The impacts of the Covid-19 on education can be divided into five parts: namely the impacts on the students, on the part of the staff, the school, the government and campus economy.



The impacts of Covid-19 can be seen on the part of education on students' issue. On the part of students the academic calendar was completely disorganized in the sense that those students that ought to have completed one level and move to other level are still at the same level without any movement. This has led to wasting of time. Many of the students have turned to orphan or half orphan due or Covid-19 pandemic. Many of the parents have kicked the pocket without having anybody to cater for their educational needs of their children anymore. Many students too have lost their lives due to Covid-19 disease. Also, many students have been put into family way as a result of idle hands which is the devil's workshop. Many female students are now carrying baby or babies in their wombs due to Covid-19. Because they are always sitting down at home doing nothing, an idle hand is the devil's workshop. Furthermore, some of the students had fall a victim of ritual killers, while some fall into the hands of kidnapper and some in to the hand of the terrorists.

Some students unknowingly had fall into the hand of terrorists by joining think to perpetuate evils in their place of abode. In Nigeria some students were got recruited into the terrorists group by deceiving them into it that they will help them to get some token by assisting them to do one thing or the others. Before they got to know that they have joined the terrorist group it was too late for them as a result of lockdown. The joined the terrorist thinking that they are joining a lawful group where they can be get some amount to help themselves and their parents by a way of hypnotized them. And they continue to commit atrocities, killings and maiming innocent people. Some of the students have lost contact with their colleagues due to lockdown order as a result of Covid-19 vis-à-vis closure of the schools-students at home were forced to be wearing face mask and face shield to avoid being affected by Covid-19 pandemic. Also, in order to keep the students busy and to ameliorate decline in the reading and learning-leading process the students were expose to virtual learning which is very strange to the students. Many students did not know what Webinar, internet teaching-learning process is, some do not have computer be it personal computer or laptop before Covid-19 pandemic. As a result of Covid-19, many students gets to know the various methods that the teaching-learning process can take place viz: through radio, television set, internet teaching, distance learning through the internet, webinar, telephone method and etc.

Impact of Covid-19 on the parts of teaching and non-teaching personnel on Nigeria educational system. The staffers have to adjust to new normal situation in the sense that instead of face-to-face teaching-learning process everything turned to virtual learning. The conference that used to serve as means of improving the staff by a way of exchanging ideas, cross fertilization of knowledge and the so on and so forth quickly turned to zoom, internet conference and virtual learning which in the real sense cannot be compared to face-to-face conference on the advantages to be gained from it. On the job learning and training ceased while the pandemic last except the issue of virtual learning and virtual assessment which become the order of the day happened to be the only thing that one can say that the staff gained during the Covid-19 pandemic. Apart from this there is nothing gained by the staff during this pandemic period.

All the lecture notes, practical manuals and schedules prepared at the beginning of the session or semester become wasteful as a result that the knowledge is static it is dynamic. All the teaching staffers have to review their notes to be in line with the new normal. Staffers that have travelled abroad could not come back home after their programme due to Covid-19 lockdown effect and some that are yet to complete their program cannot come home as well and neither can they continue with their programme. Also, those that suppose to embark on further study abroad and at home could not do so due to lockdown order as a result Covid-19 pandemic. In addition, some staff lost their job most especially those that are working with private institutions due to lack of money to pay their salaries. Because students are not on school and it is impossible to collect fees from students that are not on campus to receive lectures. Some lecturers and non-teaching staff died as a result of Covid-19, making it impossible for the schools to retain many competent hands. However, the only positive impact to the school personnel during this Covid-19 is that

some of them have time to rest and to rejoice and for the academic staff they have time to complete some of their ongoing researches using telephone inquiry and internet method of data collection.

On the part of the school, the budget prepared by the school owners like the federal government, state government, private institution owner be it mission and individual become wasteful because the over head cost on each student can be used again. The consumable and expired materials bought to take care of the students since the school was closed down become wasteful. Because some of the materials may not be useful again while some might be expired due to time-shelves of such materials. The building, furniture, etc that were renovated at the beginning of the year become useless as a result of not putting them in to use due to Covid-19 school closure.

The school campus become busy and dirty due to school closure and the cleaners that suppose to take care of the campus were lockdown due to Covid-19 pandemic. In some schools rodents, reptiles and other dangerous animals have occupied the campus due to the fact that the campus is deserted, people have been lockdown at home and this give rooms to other living things to take over power of our campuses. Also, night maroonda i.e. thieves have counted away many valuable things due to lockdown order of Covid-19 pandemic. Money paid for school fees, on hostel accommodation and some other miscellaneous on campus become debt on the part of the school management. Because the students will claim that they have not enjoy the money paid and that such money will be used at future date. Many schools incurred debt which was not prepared for by turning to virtual teaching-learning process. Some schools have to train their staff first, before the staff starts to train their students on virtual learning. This makes many schools to buy materials that will make their staff to embark on virtual learning.

The impact of Covid-19 pandemic on government as a major stake holder in education, foremost, as a result of lockdown which is a burnout of coronavirus disease, the government spent a lot on the parts of students and on academic and non-academic staff by providing palliative measures. Also, the government paid the salary of the staff despite the fact that they did not work. The government and other owner of schools spent a lot of money in paying for the time spent on the air by the various school in teaching the learners on radio, television houses, buying data for both the teachers and the students as well as to enable them shuffle the net. Government and other school owners cough out money at all cost to carry out virtual learning by first of all trained the teachers and there after the students.

On the part of the people that are selling goods on the campus, the typist, book binders, the campus shuttle drivers, the food vendors and etc. Many of them that stock their shops at the wake of the pandemic become debtors by now due to damages, expiry of products or materials. Rodents have destroyed some of the goods bought to be sold to the students. The typists are completely out of business making it difficult to finance their families. Some of the campus shuttle drivers were seeing once in a while warning their vehicles, while some have their battery spoilt due to lack of use of the vehicle. The food vendors were seen lamenting seriously because they do not have other means of getting their livelihood. The typist, the photocopiers and the book binders that are working inside the campus rendering services to students, and staff are now penury.

The burnout of the Covid-19 on the parts of the parents of the learners are enormous more than what we could enumerate during the pandemic era and post pandemic even when the schools are about to reopen and when it is reopened. The following are the roles concerning the parents as schools are about to reopen. There is need for the parents to start rehearsals now. If their state of residence is among the ones that have announced the resumption of schools in two weeks' time, The researcher will advise you start now to rehearse with them how to wake up early again after six long months of over sleeping. Check whether their school uniform is still their size. You know some of them have added weight. Let them go back to their usual daily schedules before the lockdown came. Help them, especially the very young ones to adjust

gradually. Do not wait for resumption week otherwise they may find it extremely difficult to pick up. The very young ones may even experience some disturbances in their health if they are suddenly forced to start waking up early, and without proper adjustment they are forced to leave the house early to school after months of enjoying the warmth of the bedroom till much later in the morning. Gradually work on their feeding habit, which I know that in many homes, has changed drastically. Everyone now eats when they feel like it.

Prepare them mentally as well. Check their books. Ask them to write goals and give to you before they resume. Take this time to address them on those subjects where they need to improve. They may put you under pressure to buy this and that because they are going to a new class. Please, don't spend beyond your purse/pocket. New academic session is not synonymous with new shoes and bags, especially now that people are just trying to come out of the economic effects of the lockdown. Do not borrow to make your children happy, otherwise they will never learn to live within their means. Wash what they have, mend the ones that need to be mended, work on their hair and nails. A neat child will always be neat whether the school uniform is old or new. If your child is neat only when you buy new things for him or her then you still have a long way to go. Plan for their school fees; many teachers have been without salary for these numbers of months. Please do not elongate their suffering by owing the school.

The problem of CORONA Virus started suddenly from far country (China) to Nigeria as a pandemic. All of a sudden it spread too many Asia countries, Europe and finally to Africa and all other continents of the world. Therefore, the researcher is interested in study the impact of it on Nigeria educational system. The idea behind it is to be able to plan ahead of future occurrence of such natural disasters.

### **Purpose of the Study**

The aim of this paper is to assess the impacts of COVID-19 pandemic on educational system of Nigeria. The specific aim are to determine the impacts of Covid-19 pandemic on education stakeholders: the students, parents, the teaching and non-teaching staff, schools managements, government and those that are working inside the school that are not official staff of the schools due to school closures. One research question is set to guide this study:

**Research Question:** What are the impacts of COVID-19 pandemics on Nigeria educational system?

## **METHOD**

### **Research Model**

Descriptive research design of survey type was adopted for this study. Among other things, the purpose of a descriptive research design of survey type is to provide an in-depth description of a phenomenon or the relationships between two or more phenomena. Documentation of planned programme works which include the inputs and activities and intended programme results which are the outputs, outcomes, and impacts without any manipulation(s).

### **Participants**

All education stake holders in Nigeria states about hundred million are the potential participants in this study, with a telephone connected and the telephone number of friends and colleagues in various universities, Colleges of Education, Polytechnics, primaries and post-primaries institutions in Nigeria were participated, staff of both federal and state Ministries of Education in Nigeria were used for the study and finally some selected students in tertiary institution in the country and students in Secondary schools were used for the study. Parents of some students were also used for the study. Telephone numbers were selected randomly using National Telephone directory. There were no replacements for non-contactable



persons. A sample of 1080 participants’ was made used and losses occurred due to network problem by not hearing the participants well. From the eligible sample of 1080, completed interviews were conducted with 719 persons (66.6%) were male and the rest 361(33.4%) were female.

### Measures

Respondents provided information about their experience during this COVID-19 and how it affects the educational system in Nigeria, was measured using the research instrument prepared by the researcher on Impacts of COVID-19 on Educational system on Nigeria populace comprising of 28 items which require respondents to indicate to what extent they agree or disagree with the statement on a four-point scale. The scale comprises of two sections, Section “A” is made of respondents demographic data and Section ‘B’ is made up of 32 items measuring impacts of Covid-19 on education system in Nigeria on a four point scale: Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2 and Strongly Disagree (SD =1). The instrument was trial tested for reliability analysis and it was found to have reliability coefficient of .78.

### Procedure

In carrying out this survey study the researcher introduced himself to the individual participants of each selected telephone number. The researcher informed them of the purpose of the survey and indicated that they could expect a telephone call within a defined time frame. Before the conduct of the main survey, the questionnaire was pilot tested (n = 50) and where appropriate applicable, wordings of the items were amended slightly. The results of pilot test were used in this study; however, the presentation of the whole results is not part of this study.

**Research Question:** What are the impacts of COVID-19 pandemics on Nigeria educational system?

## FINDINGS

This research question was answered using frequency counts with the data obtained from the respondents.

**Table 1a.** Frequency counts on impacts of COVID-19 on Nigeria educational system of the respondents

The following are the impacts of COVID-19 on Nigeria educational system	Agree	Disagree
1. School closure	762 (70.6%)	318 (29.4%)
2. Disruption of school calendar	906 (83.9%)	174 (16.1%)
3. No specific time to reopen the schools	761 (70.5%)	319 (49.5%)
4. Some teaching materials that have time shelves are already expired	793 (73.4%)	287 (26.6%)
5. Staff salaries are being paid for the job not done	666 (61.7%)	414 (38.3%)
6. Some staff have lost their job, most especially those from private institution	904 (83.7%)	176 (16.3%)
7. Many students have lost their lives due to covid-19 pandemic and vehicular accidents during school closure	1052 (97.4%)	28 (2.6%)
8. Lockdown order leads to mental health depression	1014 (93.9%)	66 (6.1%)
9. Lecture notes, practical manuals and some other materials have become obsolete	1002 (92.8%)	78 (7.2%)
10. It leads to wastages of time on the part of the students	590 (54.6%)	490 (45.4%)
11. Some students had been put into family way	644 (59.6%)	436 (40.4%)
12. Some students become sick because of regimental life/lockdown order	972 (90%)	108 (10%)
13. Suspension of internal and external examination	962 (89%)	118 (11%)





**Table 1b.** Frequency counts on impacts of COVID-19 on Nigeria educational system of the respondents

<b>The following are the impacts of COVID-19 on Nigeria educational system</b>	<b>Agree</b>	<b>Disagree</b>
14. Suspension of teaching-learning process on campuses	629 (58.2%)	451 (41.8%)
15. Extra curricula activities in the school are affected	656 (60.7%)	424 (39.3%)
16. Schools have to adjust their school calendar and time-table to pay for the time lost	617 (57.1%)	463 (42.8%)
17. Both schools and students have lost one term or semester or one academic session	563 (52.1%)	517 (47.9%)
18. Some schools results to virtual learning style	762 (70.5)	318 (29.5%)
19. Government and parents results to buying of data for online teaching-learning process	620 (57.4)	460 (42.6%)
20. Parents and government are subjected to extra budgets in buying laptop, desktop and data for online educational process	717 (66.4)	363 (33.6%)
21. Educators, funders and policy makers are rethinking the way education is delivered and accessed by the students	617 (57.1%)	463 (42.8%)
22. Covid-19 has divided Nigeria students into two groups-the cities and rural dwellers where the virtual learning are not accessible	940 (87%)	140 (13%)
23. Education system are shifted from face-to-face to media houses like radio station, television station and online teaching	681 (63.1%)	399 (36.9%)
24. Children living in rural areas are less likely to have resources to adapt and implement measures needed to continue education during school closure	812 (75.2%)	268 (24.8%)
25. Caregivers with low level or no formal education have greater difficult supporting children with home learning	793 (73.4%)	287 (26.6%)
26. Lack of access to radio, television, computers, internet facilities and data left many students unable to engage in remote learning	617 (57.1%)	463 (42.8%)
27. Many parents are over burdened by costs associated with continue education of their children during school closure	681 (63.1%)	399 (36.9%)
28. Many students shared feelings of stress, anxiety, isolation and depression which they linked to the lack of contact with their school community	1052 (97.4%)	28 (2.6%)
29. Many children received no instruction, feedback or interaction with their teachers throughout the covid-19 pandemic last	666 (61.7%)	414 (38.3%)
30. Some learners will never return to classroom again	904 (83.7%)	176 (16.3%)
31. Lack of motivation of teachers to take up remote teaching due to non-payment of salaries and job insecurity	617 (57.1%)	463 (42.8%)
32. Poor digital literacy of school owners, leaders and teachers	563 (52.1%)	517 (47.9%)

It was discovered that the following among others were the impacts of COVID-19 on Nigeria educational system as shown in the above table: school closure, stoppage of teaching-learning process, disruption of school calendar, wastages on destructive materials bought for teaching-learning process, salaries were paid for job not done, some academic staff lost their jobs most especially those in private schools due to lack of salary to pay them, many students had died due to covid-19, it leads to wastages of students time, some students cannot embark on their education due to the facts that some of them had been put into family way, both internal and external examination had been suspended for future date, educational school calendar has to be readjusted, virtual learning and open distance learning are the order of the day, its leads



to extra budget to the education stake holders, the learners have been divided into two-the cities and rural dwellers where the virtual learning are not practicable, our education is no longer face-to-face system, lack of internet facilities and lack media signals make many students unable to engage in remote learning and many learners received no instruction nor feedback nor interaction with their teachers nor colleagues throughout the covid-19 pandemic lasts. All the above mentioned factors are the impacts or challenges of Covid-19 on Nigeria educational system.

## DISCUSSION and CONCLUSION

In Nigeria, the President closed all schools throughout the country until further notice; including children's daycare facilities. According to NPE (2020), primary or elementary education typically consists of the first six years of formal education. Kindergarten is the first time children participate in formal education. The Joint Admission and Matriculation and West African Examination Councils canceled the examinations for its Entrance Examination and General Certificate of Education. The respondents stated that it would be better if WASSCE could award candidates their certificates based on "their coursework" and "the established assessment expertise, rigor, and quality control already built into the programme. Tertiary education, also known as higher education, refers to the non-compulsory educational levels that follow completion of secondary school or high school (NPE, 2020).

Because the budgets set aside for the staff and students for this year become wasted in that students will not pay another tuition fee for next year, the money for the accommodation cannot be collected again for the period in which the students are not around to enjoy the money paid for these facilities. It means that for this period of lockdown the hostel accommodation is not fetching the management any money. Also the staffers are being paid for the work not done.

Lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. In response to school closures caused by Covid-19, the respondents recommend the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. To aid in solving the problems of Covid-19 on educational respondents suggested the use of internet and use of socio-media. The major problem with this method is that majority of towns and villages where these students come from are not on the national electricity grid and some students are without internet at home, this increases the difficulty of keeping up with distance learning. Fehintola (2011), asserted that majority of the students that are reside in the cities and some town are not buoyant enough to extend of being able to buy computer be it desk top or laptop. In some cases where students are capable to get laptop or desktop computer some do not buoyant enough to buy data. And students cannot even ask for money for data from their parents because parents are living from hand to mouth. It is not uncommon to hear parents willing to sell their belonging during the lockdown so as to get what the family will eat. Some families who do not have what to sell are ready to offer themselves for money so as to feed their children. For such parents, the children cannot even afford to ask for money to buy data. Lack of limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study. Some of the postgraduate students that have one reagents or the other to observe inside fridge could not do it again due to lockdown order. Majority of experiments that are ongoing have got spoilt and which these students have got to starts all over when the lockdown order is over are there. All these wastages are accrued due to Covid-19 lockdown order.

Fehintola (2014) opined that if you cannot see a student's face, it is impossible to tell if they understand the material. Consider interactive elements such as short quizzes. Students might also miss on-campus



social interaction, so it helps to engage them with opportunities to talk to one another during a live session. Research suggests that almost every student experiences some type of ‘performance penalty’- they earn a lower grade than they might have otherwise, or fail to complete the course-when they switch to remote learning, even under the best circumstances, it’s worse for the most vulnerable students.” To identify those students, instructors can ask whether class members have adequate Wi-Fi and access to devices, and how concerned they are about the transition to online learning. The most successful virtual teachers conduct frequent assessments, and check in by phone, text or e-mail with each student-most often with those who are struggling.

School closures put a blessing in disguise on parents and guardians to provide necessary childcare and manage their children as they like. Because working parents often leave children alone when schools close and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse. The issue of timing the time the children are to eat, when mother will be release to visit her child to breast feed, and time to close from work to come and her baby is completely eradicated due to lockdown order, mothers now have ample of time to take care of their children as they like. Awoyemi & Fehintola (2008) asserted that majority of Daycare centres are not taking care of the babies as expected. Majority of them will not give food when they suppose, they will not attend to the children as expected, some do not have time as expected to the extent that the peers do inflict bruise on one another. Some children at times come home with broken hands, legs and different grade of injuries. According to Fehintola (2009), some children will fall sick without being attended to and if at all the kind of care given may not be adequate and appropriate. But with the pandemic lockdown effect the mothers have time to attend to their children. The mothers are able to feed their children with good food they could afford at appropriate time, since nutrition plays a critical role in cognitive development and academic performance for children. There is no way we can liken the care to be giving by the mothers to the one the children are to receive in the day care centers (Nwagwu & Fehintola, 1999). Therefore, the lockdown order provides ample chance for the mothers to cater for their children. Though the kindergarten children and all learners in the country did loose literacy ability during the Covid-19 school closures, because the mothers are not trained to handle cognitive development of their children.

School closures negatively impact student learning outcomes. According to Fehintola (2013), schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. Many months and years are lost due to closure of school making the time and year of planned graduation not realistic. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources, while children whose parents are illiterate will not even have any opportunity of such. Students gain slower during school closures than in a business-as-usual academic year. Student drop-out rates tend to increase as an effect of school closures due to the challenge of ensuring all students return to school once school closures ends. Some students will not be able to return to school due to pregnancy as a result of sexual abuse and sexually transmitted diseases. It is a challenge to ensure children and youth return and stay in school when schools reopen after closures. This is especially true of protracted closures and when economic shocks place pressure on children to work and generate income for financially distressed families. Many may not be able to come back as a result of fallen a prey into the hands of ritual killers and kidnappers. When schools shut down, early marriages increase, more children are recruited into militias, sexual exploitation of girls and young women rises, teenage pregnancies become more common, and child labour grows. This is especially true of protracted closures. Disadvantaged, at-risk, or homeless children are more likely not to return to school after the closures are ended, and the effect will often be a life-long disadvantage from lost opportunities.





Schools are also hubs of social activity and human interaction. When schools are closed, many children and youth miss out of on social contact that is essential to learning and development.

School closures carry high social and economic costs for people across communities. Their impact however is particularly severe for the most vulnerable and marginalized boys and girls and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of their lives (Gilbert, Pullano, Pinotti, Valdano, Poletto, Boelle, and Colizza, 2020). These include: Health-care workers with children cannot easily attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis. Schools are hubs of social activity and human interaction. When schools close, many children and youth miss out of on social contact that is essential to learning and development.

The university teaching staffs are learning very fast, some university teachers who cannot boast of use of technology for teaching and learning process are now learning very fast. Sullivan, Strickland, and Howard (2020) said that at the inception of lockdown order due to Covid-19 pandemic the only way and means to keep the learners busy and to be teaching them is to resort to the use of technology in teaching the students. Therefore, teachers who do not have adequate knowledge of teaching via technology, internet, television and radio stations have to seat down to learn this skill so as to be compliance to the situation they found themselves. Many conferences where the teaching staff needs to attend to update themselves are not possible due to Covid-19 pandemic. Some of these conferences were conducted using zoom, social media, factual conferencing and YouTube as means of carrying out academic and non academic conference. Both the teaching and non-teaching staff are now relaxing and free of excess work load and as a result for now there is nothing like heart attack and drop dead as it use to be when school was not closed. Some of the teaching staff are now busy facing research and publication as parts of the duties of teaching staff in tertiary institutions which as to do with teaching, research and publication and community service. Lecturers are resilience in preparation towards the reopening of the schools as the teaching staff would not like to keep on repeating the former lecture note.

Majority of our higher institutions and secondary schools are now turning to be the den of robbers. Majority of the hostels properties, laboratories properties, classrooms and lecture rooms properties had been carted away by night maunders. By the time when the school reopens the management and the government will face the problem of replacement of these properties and if not done on time could lead to delay in doing the appropriate things.

## Conclusion

The researcher concludes that all the challenges discussed in this paper like, school closure, stoppage of teaching-learning process, disruption of school calendar, wastages on destructive materials bought for teaching-learning process, salaries were paid for job not done, some academic staff lost their jobs most especially those in private schools due to lack of salary to pay them, many students had died due to covid-19, it leads to wastages of students time, some students cannot embark on their education due to the facts that some of them had been put into family way, both internal and external examination had been suspended for future date, educational school calendar has to be readjusted, virtual learning and open distance learning are the order of the day, its leads to extra budget to the education stake holders, the learners have been divided into two-the cities and rural dwellers where the virtual learning are not practicable, our education is no longer face-to-face system, lack of internet facilities and lack media signals make many students unable to engage in remote learning and many learners received no instruction nor feedback nor interaction with their teachers nor colleagues throughout the covid-19 pandemic lasts. All these impacts are the burnout of Covid-19 on Nigeria educational system.



## Recommendations

The government has to train school heads and teachers of public and private schools, preparing them for this task of taking firm control of preventing the spread of Covid-19 into our schools as we resume.

Each school must be mandated to strictly enforce social distancing and observe other protocols against Covid-19 among teachers and students as laid down by NCDC.

Students must come to school with their facemasks and follow instructions on the guidelines from the management, these are imperative the government cannot lock down the schools forever and education is an aspect of life that should not be allowed to suffer backwardness.

Also, all the students must be taught to observe the compulsory hand-washing points at the school entrances and at the entrance of each classroom as well as alcohol-based sanitizer for the use of students and teachers.

## Limitations of the study

The study is limited to sample size of participants who participated in the study, out of 2.5 million people living in Nigeria, only 1080 participants were used in this study.

The researcher made use of telephone method to collect data, this is an indication that the study was carried out among affluent people in the society who could afford to buy telephone.

Monetary problem is another limitation in this study, because during the period of data collection respondent were very broke. They taught the researcher got research grant for the study, therefore, they were demanding for incentive from the researcher. Regardless of these limitations, the result of this study remains valid.

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