

**EFFECT OF THE COVID 19 PANDEMIC ON ACADEMIC
PERFORMANCE OF PRIMARY SCHOOL PUPILS IN
IJEBU –ODE LOCAL GOVERNMENT AREA OF OGUN
STATE.**

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CERTIFICATION

I Certify that this Research Project was carried out by Adetona Halimot O. Matric Number 17012102003 in the Primary Education Department, School of Education Tai-Solarin College Of Education, Omu Ijebu, Ogun State.

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DEDICATION

This project is dedicated to Almighty Allah who made all things possible for me to start and finish this program. Am forever thankful and full of gratitude to the God of great potentials and possibilities. Thanks to Almighty Allah.

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Abstract

Closure of schools due to covid-19 has left basic education in the country in a dire situation complicating the already ill equipped, confusing and unhelpful learning environment, especially in public schools. This can have hazardous effects on the children and put their future at risk. This study examined the effect of the covid 19 pandemic on academic performance of primary school pupils in ijebu –ode local government area of Ogun state. The population consisted of pupils in primary schools in Ijebu Ode Local Government Area. The sample size was 100 pupils selected from 5 primary schools, purposive sampling technique. Three research questions were raised they are: Do schools in Nigeria have the technology to cater for the student affected?; Do the household have the facilities to engage their children in remote learning? And Do the teachers have the resources to deliver live lesson or record a Massive Open Online Course (MOOC) styled lessons? An instrument titled “Questionnaire on the effect of the covid 19 pandemic on academic performance of primary school pupils (Q E C P A P P S P) validated and tested for reliability were used for the study. Data collected were analyzed using inferential statistics such as frequency table and simple percentage. Finding of the study revealed that there is need for professional development in the area of ICT skills for teaching and learning in public primary schools , it also revealed that most of the parent does not provide facilities for their children which hindered them to partake successfully in online teaching. It was recommended among the Educators as well as students that they must be trained on how to handle and use online educational devices. Educators must spend quality time to prepare and make their lessons creative, interactive, relevant, student-centered and group-based.

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CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population. The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults, those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons to continue their learning. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic's economic impact alone. Similarly, the education disruption has had, and will continue to have, substantial effects beyond education. Closures of educational institutions hamper the provision of essential services to children and communities, including access to nutritious food, affect the ability of many parents to work, and increase risks of violence against women and girls.

As fiscal pressures increase, and development assistance comes under strain, the financing of education could also face major challenges, exacerbating massive pre-COVID-19 education funding gaps. On the other hand, this crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from radio and television to take-home packages. Distance learning solutions were developed thanks to quick responses by governments and partners all over the world supporting education continuity, including the Global Education Coalition convened by UNESCO. We have also been reminded of the essential

role of teachers and that government and other key partners have an ongoing duty of care to education personnel. But these changes have also highlighted that the promising future of learning, and the accelerated changes in modes of delivering quality education, cannot be separated from the imperative of leaving no one behind. This is true for children and youth affected by a lack of resources or enabling environment to access learning. It is true for the teaching profession and their need for better training in new methods of education delivery, as well as support.

Last but not least, this is true for the education community at large, including local communities, upon whom education continuity depends during crisis and who are key to building back better. The COVID-19 crisis and the unparalleled education disruption are far from over. As many as 100 countries have yet to announce a date for schools to reopen and across the world, governments, unions, parents and children are grappling with when and how to approach the next phase. Countries have started planning to reopen schools nationwide, either based on grade level and by prioritizing exam classes, or through localized openings in regions with fewer cases of the virus. However, given the continued virulence of the virus, the majority of countries surveyed in May–June 2020 had yet to decide on a reopening date. These decisions carry enormous social and economic implications and will have lasting effects on educators, on children and youth, on their parents especially women and indeed on societies as a whole.

1.2 Statement of The Problem

According to SEED (Sustainable Education & Enterprise Development) 2020, as part of SEED's response to COVID19, our team got straight to work to fully understand the challenges emerging from closures of the Schools in Ogun State, Nigeria. Increase in number of COVID-19 cases and extension of lockdown days has now pointed to the fact that schools are not physically resuming anytime soon. On 22 April 2020, the Hon. Commissioner for Education in Ogun State, issued a press statement that third term

remains postponed, however private schools can continue remote teaching so that students continue to learn. We are not against online/remote learning, but what about the vulnerable children amongst us that attend low-cost private schools (often regarded as “private schools for the poor”) that are not government funded. Many students echoed 17-years old south Africa Lwandle M. who said “she struggled with online learning! “I do not think I have the discipline to sit down and have no one to teach me.” Low-cost private schools in Ogun State accounts for over 60% (about 12,000) of the schools and educate millions of children from very poor communities. These schools typically survive from “hand to mouth” as they depend on the meager fees they receive from poor parents mostly on daily, weekly or monthly basis. Many of these schools were already facing other challenges prior to this crisis.

1.3 Purpose of the Study

The main purpose of this study is to investigate into the effects of the covid 19 pandemic on academic performance of primary school pupils’ education.

Specifically, the study will examine:-

- i. To examine the effects of the covid 19 pandemic on academic performance of primary school pupils education
- ii. Whether the schools in Nigeria have the technology to cater for the student affected
- iii. If the teachers have the resources to deliver live lesson
- iv. Whether the household have the facilities to engage their children in remote learning.

1.4 Significant of the Study

The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students’ learning; disruptions in internal assessments; and the

cancellation of public assessments for qualifications or their replacement by an inferior alternative.

What can be done to mitigate these negative impacts? Schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponing rather than skipping internal assessments. For new graduates, policies should support their entry to the labor market to avoid longer unemployment periods.

1.5 Research Question

The following research questions have been formulated to guide this study:-

- i. Do schools in Nigeria have the technology to cater for the student affected?
- ii. Do the household have the facilities to engage their children in remote learning?
- iii. Do the teachers have the resources to deliver live lesson or record a Massive Open Online Course (MOOC) styled lessons?

1.6 Scope of the Study

The study will concern itself with the effects of the covid 19 pandemic on academic performance of primary school pupils, which will be carried out In Ijebu –Ode Local Government Area Of Ogun State. This study will cover all the selected primary schools in Ijebu-Ode Local Government and the teachers and pupils in primary schools in the zone will be used for the study.

1.7 Limitations of Study

1. Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

2. Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

1.8 DEFINATION OF TERMS

ACADEMIC; An academy is an institution of secondary or tertiary higher learning

EDUCATION; The process of receiving or giving systematic instruction, especially at a school or university

EFFECT; A change which is a result or consequence of an action or other cause.

PERFORMANCE; The action or process of performing a task or function.

PUPIL; A person who is taught by another, especially a schoolchild or student in relation to a teacher.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

2.1 THE WORLD OF EDUCATION BEFORE COVID-19

Before the pandemic, the world was already facing formidable challenges in fulfilling the promise of education as a basic human right. Despite the near universal enrolment at early grades in most countries, an extraordinary number of children more than 250 million were out of school, and nearly 800 million adults were illiterate. Moreover, even for those in school, learning was far from guaranteed. Some 387 million or 56 per cent of primary school age children worldwide were estimated to lack basic reading skills. From a financing point of view, the challenge was already daunting before COVID-19. The early 2020 estimate of the financing gap to reach Sustainable Development Goal quality education in low and lower-middle-income countries was a staggering \$148 billion annually. It is estimated that the COVID-19 crisis will increase this financing gap by up to one-third

In Africa, particularly in the Sahel region, nationwide school closures due to COVID-19 came at a time when a very large number of schools had already been closed for several months because of severe insecurity, strikes, or climatic hazards. COVID-19 is worsening the situation of education in Sub-Saharan Africa where, prior to the pandemic, 47 per cent of the world's 258 million out-of-school children live (30 per cent due to conflict and emergency). In the most fragile education systems, this interruption of the school year will have a disproportionately negative impact on the most vulnerable pupils, those for whom the conditions for ensuring continuity of learning at home are limited. Their presence at home can also complicate the economic situation of parents, who must find solutions to provide care or compensate for the loss of school meals. There is

growing concern that if these learners are not properly supported, they may never return to school. This would further exacerbate pre-existing disparities, and risk reversing progress on SDG as well as other SDGs, as well as aggravating the already existing learning crisis and eroding the social and economic resilience of refugees and displaced persons.

2.1.1 School Closures and Education Disruption

The COVID-19 pandemic has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world, from pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments. By mid-April 2020, 94 per cent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries. The ability to respond to school closures changes dramatically with level of development: for instance, during the second quarter 2020, 86 per cent of children in primary education have been effectively out of school in countries with low human development compared with just 20 per cent in countries with very high human development

2.1.2 All Levels of Education and Training Affected

The disruptions caused by COVID-19 to everyday life meant that as many as 40 million children worldwide have missed out on early childhood education in their critical pre-school year. They thus missed a stimulating and enriching environment, learning opportunities, social interaction and in some cases adequate nutrition. This is likely to compromise their longer-term healthy development, especially those children from poor and disadvantaged families. In technical and vocational education and training systems, vulnerabilities including low levels of digitalization and long-standing structural weaknesses, have been brought to light by the crisis. Disruptions in work places made it

difficult to implement apprenticeship schemes and work-based learning modes, key elements of a functional and market responsive technical and vocational system. In the higher education sub-sector, while online learning has generally taken place through recorded lectures and online platforms, some universities have postponed learning and teaching until further notice, due to the lack of information technology (IT) infrastructure for both students and teachers. Questions also remain about how to harmonize semesters and academic calendars, as some programs have been successfully implemented online, while others could not be.

2.1.3 An Exacerbation of Disparities in Learning Opportunities

An estimated 40 per cent of the poorest countries failed to support learners at risk during the COVID-19 crisis, and past experiences show that both education and gender inequalities tend to be neglected in responses to disease outbreaks. Domestic chores, especially for girls, and the work required to run households or farms, can also prevent children from getting sufficient learning time. Children with disabilities who were already marginalized before the outbreak are not always included in strategies of distance learning. Refugee and forcibly displaced children are further marginalized and deprived of access to support services offered through schools, such as school meals and psychosocial support programs. The most vulnerable learners are also among those who have poor digital skills and the least access to the hardware and connectivity required for distance learning solutions implemented during school closures. In half of 21 European countries examined, Grade 4 pupils from lower socio-economic backgrounds were half as likely to have access to the internet as their more advantaged peers. In low income countries, less than 10 per cent of the poorest households have electricity. Many learners in developing countries, especially the youngest and minority groups are not fluent in the language of instruction. Even when they could access content they could understand, living conditions, economic stress, and low education levels of parents, including digital skills, meant that many children did not benefit from the stable environment and the

learning support needed to adapt to these new modes of instruction. In most European countries, children from lower socio-economic backgrounds are more likely to lack reading opportunities, a quiet room, and parental support during school closure. In low income and upper-middle income countries alike, children in the poorest households receive significantly less help with their homework. The learning loss, in the short and long term, is expected to be great. Researchers in Canada estimate that the socio-economic skills gap could increase by more than 30 per cent due to the pandemic.

The World Bank identifies three possible scenarios for the loss of learning : a reduction in average learning levels for all students, a widening of the distribution of learning achievements due to highly unequal effects of the crisis on various populations, or a significant increase of students with very low level of achievement due in part to massive dropouts. This suggests 25 per cent more students may fall below a baseline level of proficiency needed to participate effectively and productively in society, and in future learning, a result of the school closures only. In the foundational years of education, the impact might be the strongest. Simulations on developing countries participating in the Program for International Student Assessment (PISA) suggest that without remediation, a loss of learning by one-third (equivalent to a three-month school closure) during Grade 3 might result in 72 per cent of students falling so far behind that by Grade 10 they will have dropped out or will not be able to learn anything in school. The economic loss might reach \$16,000 of lost earnings over a student's lifetime, translating over time into \$10 trillion of lost earnings globally

2.1.4 Increased Dropout Anticipated

In addition to the learning loss, the economic impact on households is likely to widen the inequities in education achievement. Should millions be pushed into severe poverty, empirical evidence shows that children from households in the poorest quintiles are significantly less likely to complete primary and lower secondary education than those in

the richest quintile; this divide can be greater than 50 percentage points in many sub-Saharan countries, as well as in Haiti, Jordan, Nepal, and Pakistan.

UNESCO estimates that 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic's economic impact alone. The total number of children not returning to their education after the school closures is likely to be even greater. School closures make girls and young women more vulnerable to child marriage, early pregnancy, and gender-based violence, all of which decrease their likelihood of continuing their education. With the combined effect of the pandemic's worldwide economic impact and the school closures, the learning crisis could turn into a generational catastrophe.

2.2 Learning to learn during COVID-19

As the health crisis unfolded, causing massive socio-economic disruptions, education systems around the world were swift to react and adapt. Governments responded quickly to ensure education continuity and protect the safety of learners and education actors by closing schools³⁶ and other learning spaces. However, the unequal provision of learning modalities during closures will likely create inequities in the longer term.

2.2.1 A Wide Range of Distance Learning Tools

Ensuring learning continuity during the time of school closures became a priority for governments the world over, many of which turned to ICT, requiring teachers to move to online delivery of lessons. Countries report that some modalities have been used more than others, depending on education level, with variability across regions. In areas with limited connectivity, governments have used more traditional distance learning modalities, often a mix of educational television and radio programming, and the distribution of print materials. Relatively few countries are monitoring the effective reach and use of distance learning modalities. However, estimates indicate variable coverage:

distance learning in high income countries covers about 80–85 per cent, while this drops to less than 50 per cent in low income countries. This shortfall can largely be attributed to the digital divide, with the disadvantaged having limited access to basic household services such as electricity; a lack of technology infrastructure; and low levels of digital literacy among students, parents, and teachers.

School closures have necessitated changes in and in some cases caused serious disruptions to how students are evaluated. In most countries, exams have been postponed; in a few, they have been cancelled; and, in others, they have been replaced by continuous assessments or alternative modalities, such as online testing for final exams. Innovative continuous assessment methods have received a lot of attention. Student progress can be monitored with mobile phone surveys, tracking usage and performance statistics from learning platforms and apps, and implementing rapid learning assessments to identify learning gaps. Every solution has its own challenge, notably in terms of equity. For certain sectors, distance learning came with distinct challenges. In the early-childhood sub-sector, some countries were able to put in place virtual kindergarten for children 3–6 years of age. Technical and vocational apprenticeship schemes and work-based learning centers were able to adapt in some countries. In many higher education institutions, the move to distance learning has been an opportunity to expand flexible learning modalities, setting the stage for a sustained shift towards more online learning in this sub-sector in the future. Sustainable solutions should build upon experiences with the widespread use of technology to ensure learning continuity during the pandemic, including for the most marginalized. Several examples are described below.

2.2.2 Efforts Made To Promote Inclusive Learning

As states adopt distance learning practices, students with disabilities are facing barriers due to the absence of necessary equipment, internet access, accessible materials, and the support that would allow them to follow online programs. Some countries are developing

tools and resources for learners with disabilities and their parents. This requires enhancing accessibility features, such as audio narration, sign language video, and simplified text, as well as provision of assistive devices and, in some cases, reasonable accommodation. To reach the 700 children with disabilities who are enrolled in Azraq and Za'atari refugee camps in Jordan, for example, one innovation has been the use of transparent masks, so that deaf children can still lip read. The negative outcomes of prolonged closures disproportionately impact displaced children. This situation is especially precarious for girls, most at risk of permanently dropping out.

In response, UNHCR has taken measures to ensure displaced children and youth can access distance learning alternatives as part of national responses and offered health training for teachers and community awareness-raising activities on COVID-19, while upgrading water and sanitation facilities in and around learning spaces. More than 70 countries have adapted their school feeding programs to continue supporting children during school closures. Nearly 50 countries are providing take home rations to children and their families in various forms, including through daily meal delivery and pre-packaged monthly rations. Twenty two countries have opted to replace the meals with vouchers or cash that families can use to buy food or other essential items. Some 6.9 million learners in low income countries have been reached since the onset of the crisis with take-home rations by governments with the support of the UN system.

2.2.3 Supports for Teachers' Needs

From the onset of the pandemic, teachers were immediately tasked with implementing distance learning modalities, often without sufficient guidance, training, or resources. This occurred at every level of education. In many contexts, teacher professional development has moved online or been disseminated via telephone and video applications, but marginalized teachers may have missed out on such support. Web-based class meetings and messaging applications have become useful tools and new ways of

communicating with their learners and the education community Teachers across the globe were largely unprepared to support continuity of learning and adapt to new teaching methodologies. In sub-Saharan Africa, only 64 per cent of primary and 50 per cent of secondary teachers have received even minimum training, which often does not include basic digital skills. Even in contexts with adequate infrastructure and connectivity, many educators lack the most basic ICT skills, meaning they will likely struggle with their own ongoing professional development, let alone with facilitating quality distance learning.⁴⁶ The COVID-19 crisis has highlighted that both initial and in-service teacher education are in need of reform to better train teachers in new methods of education deliver. Teachers' physical health was put at risk when required to provide face-to-face education for the children of essential workers and vulnerable children. Adding to the fear of being exposed to the virus was a fear of losing salaries and benefits, all while coping with increased workloads and family responsibilities. This is especially true of female teachers who had to continue teaching and bore a disproportionate share of family responsibilities. Some countries integrated psychological support into their contingency plans, manuals, and guides for teachers and local associations; and NGOs mobilized to provide additional support. Many more teachers will need psychological support themselves if they are to meet the needs of their students. Without this, the strain can lead to burnout, resulting in high rates of absenteeism, and can even lead some teachers to leave their jobs, undermining efforts to build school resilience. COVID-19 has had varying impacts on the employment and salaries. Recent data suggest that only a minority of countries did not pay statutory teachers. However, furloughing and delays in salary payments were more common. In the public sector, teachers on temporary contracts were especially affected, as contracts were not renewed and those paid by the hour were out of work.

In low-income countries in particular, where parents stopped paying fees or teachers have been unable to teach remotely, teachers lost their livelihoods. A survey by Education

International revealed that, among teacher unions from countries, nearly two-thirds reported that education workers in private institutions were significantly affected, with teachers on temporary contracts and support personnel were most affected. Refugee teachers are often not part of the national education system and also were vulnerable to the cessation of salaries and job losses while schools were not in session. Failure of non-state schools, either now or in the future, would leave public education systems to absorb high numbers of additional students. Non-payment of teacher salaries not only poses a problem for individual, family, and community well-being, but also hinders the delivery of quality education. In the short term, many teachers may need to turn to alternative sources of income and will be unable to support pupils in distance learning. In the long term, schools may face teacher shortages due to attrition. The crisis has been a reminder of the essential role of teachers, the government and other key partners have an ongoing duty of care to education personnel.

2.2.4 No Single Schedule for Reopening of Educational Institutions

As countries began to see a “flattening of the curve” of new cases of COVID-19 among their population, many governments began to loosen restrictions in an effort to stabilize their economies, including through the reopening of schools, while others have been more cautious and maintained closures, fearing a “second wave”. As of mid-July 2020, over one billion learners are still affected, representing 61 per cent of the world’s total enrolment. Some countries have opened schools and colleges, only to close them again after a resurgence of the virus. The logistical challenges related to ensuring distance educational continuity during prolonged closures are substantial. Protracted closures threaten the implementation of the academic calendar and of examinations, and make it next-to-impossible to put remedial programs in place. Assessing distance learning further complicated the picture, as noted above.

Finally, there are risks to the well-being and protection of students (providing school meals, protecting children from abuse and violence), there is a need to address the well-being and health concerns of teachers, and to provide them with remote support, including through teacher training on online pedagogy. countries have started planning to reopen schools nationwide, either based on grade level and by prioritizing exam classes, or through localized openings in regions with fewer cases of the virus. However, given the continued virulence of the virus, the majority of countries surveyed in May–June 2020 had yet to decide on the reopening date. Successive closures and reopening are likely to continue, as the virus continues to circulate globally. Several countries are planning to implement a “hybrid” or blended model of education provision. Other countries are significantly reducing class sizes or providing lessons outside, and in many countries institutions require that almost all students and their teachers wear masks. Countries in the UNESCO-UNICEF-World Bank Joint Survey reported that they plan a number of changes upon reopening: 23 per cent of countries plan to recruit more teachers; 23 per cent will increase class time; 64 per cent will introduce remedial programs; 32 per cent will introduce accelerated learning programs; and 62 per cent plan to adjust the scope of curriculum content that will be covered.

2.3 Policy Recommendations

Preventing the learning crisis from becoming a generational catastrophe needs to be a top priority for world leaders and the entire education community. This is the best way, not just to protect the rights of millions of learners, but to drive economic progress, sustainable development and lasting peace. To date, a Global Education Coalition comprised of United Nations agencies, international organizations, private sector entities and civil society representatives, mobilized by UNESCO, have been engaging actively to support national COVID-19 education responses. A new campaign, entitled save our Future, will help to expand global support for action on education at this time. In this

regard, decision-makers are encouraged to pursue the following recommendations and actions.

2.3.1 Suppress Transmission of the Virus and Plan Thoroughly for Schools Reopening

The single most significant step that countries can take to hasten the reopening of schools and education institutions is to suppress transmission of the virus to control national or local outbreaks. Once they have done so, to deal with complex challenge of reopening, they should be guided by the parameters set out below and should conduct a thorough consultative preparatory process.

i. ENSURE THE SAFETY OF ALL:

The UN and the education community have developed guidance to help countries through the timing, conditions, and processes for reopening education institutions. A key condition to reopening is being able to ensure a safe return to physical premises, while maintaining physical distancing and implementing public health measures, such as the use of masks and frequent hand washing. Such conditions may be more difficult in contexts with overcrowded classes and areas without basic infrastructure and services and will require additional investment.

ii. PLAN FOR INCLUSIVE REOPENING:

The needs of the most marginalized children should be included in reopening strategies and adequate health measures need to be provided for students with special needs. Conducting assessments to estimate learning gaps and prepare remedial or accelerated learning programs is essential at the time of reopening.

iii. LISTEN TO THE VOICES OF ALL CONCERNED:

Given the role that parents, caretakers, and teachers have played since the onset of the crisis, an essential part of the decision-making process is consultation and joint planning for reopening with communities and education stakeholders. A lack of clearly communicated and predictable planning can lead to a loss of teachers to other forms of employment, and to more children entering the labor market, decreasing the chances that they will return to learning.

iv. COORDINATE WITH KEY ACTORS, INCLUDING THE HEALTH COMMUNITY:

Measures to mitigate the risks of transmitting COVID19 will be likely be needed in the medium term, so it will be important to reflect on the impact of various reopening strategies, by using whatever information is available and by learning from other countries. Working with health officials in planning reopening is recommended, particularly as scientific evidence continues to evolve. Coordination with other social policies to protect and promote inclusion of families that suffer under the crisis is equally important.

2.3.2 Protect Education Financing And Coordinate For Impact

The pandemic has pushed the world into the deepest global recession in living memory. This will have lasting effects on economies and public finances. The consequences have been particularly severe for low and lower-middle income countries. National authorities need to act to mitigate long-term consequences for children, despite constraints on public spending, with education interventions forming part of national COVID-19 stimulus packages alongside health, social protection and economy recovery initiatives. The international community also needs to act to protect education financing. Increasing fiscal space, already prominent in the international agenda, especially for education, has

become an inescapable issue. There are several mutually reinforcing entry points to get there:

- i. STRENGTHEN DOMESTIC RESOURCE MOBILIZATION, PRESERVE SHARE FOR EDUCATION AS TOP PRIORITY AND TACKLE INEFFICIENCIES:

As widening the tax base in countries with a large informal sector takes time, other measures (fighting tax avoidance and evasion, revising tax incentives and treaties, etc.) need to be explored without delay. Indeed, education systems themselves share a direct responsibility to increase the fiscal space by improving the cost-effectiveness of education services. Ongoing reforms and innovations tackling inefficiencies should be prioritized. Education ministries should strengthen dialogue with ministries of finance in a systematic and sustained way to maintain and, where possible, increase the share of the national budget for education (in particular when internal reallocation is feasible). Social sectors in general, and the education sector in particular, should use their powerful voice to insist on the immediate to long-term imperative of their financing, contributing to a strong push for SDG 17.1.62 Along with making a better case for investments at the national and international level, the education and other social sectors could use their political leverage to give a new urgency to, and to make real progress on, reform of financing for development, in particular, and reform of public financial management.

- ii. STRENGTHEN INTERNATIONAL COORDINATION TO ADDRESS THE DEBT CRISIS:

G20 countries have already agreed to a “debt service standstill” for least developed countries until the end of 2020.⁶³ While this will allow some short-term financial leeway, it does not address the needs of all vulnerable countries, nor does it address the longer-term issue of debt sustainability. Relieving, postponing, and restructuring debt for low and middle income countries that request forbearance should be a part of the solution

to create the fiscal space for countries to invest in education, which requires action from all stakeholders.

iii. **PROTECT OFFICIAL DEVELOPMENT ASSISTANCE (ODA) FOR EDUCATION:**

Given the scale of the global education emergency, donors need to ensure that aid commitments to education are, at the very least, kept stable, if not increased, and focus on the most at risk, including children in emergency situations. This health crisis has exacerbated the effect of intersecting inequalities on education opportunities; leveraging educational activities to communicate necessary changes to public health behavior is key. Education should not be singled out for cuts, as it was in 2003–2013.

2.3.3 Strengthen the Resilience of Education Systems for Equitable and Sustainable Development

An undeniable human right, education is the bedrock of just, equal, and inclusive societies and a key driver of sustainable development. Strengthening the resilience of education systems enables countries to respond to the immediate challenges of safely reopening schools and positions them to better cope with future crises.

i. **FOCUS ON EQUITY AND INCLUSION:**

Measures to “build back resilient” and reach all learners need to understand and address the needs of marginalized groups and ensure they receive quality and full-term education. Learners in emergencies and protracted crises should be prioritized so that their education is not further jeopardized. School health and nutrition programs (including school meals, water and sanitation) are of great importance to vulnerable children, as well as a powerful incentive, increasing school reenrollment and attendance (especially of girls and children

living in extreme poverty or food insecurity). Governments and their development partners need to ensure that education systems address the vulnerabilities and needs specific to boys and girls, women and men, and to gender dynamics in times of crisis. Harmful gender norms, combined with economic strains on households, should not prevent girls and the least advantaged learners from returning to school and completing their education.

ii. REINFORCE CAPACITIES FOR RISK MANAGEMENT, AT ALL LEVELS OF THE SYSTEM:

Capacities are needed at the individual, organizational, and institutional levels to withstand emergencies. This includes capacity to develop and implement contingency plans, such as alternative education pathways, to mitigate impacts. The capacities of education stakeholders often need to be strengthened to review and revise existing education sector plans and policies to include adaptive responses for the COVID-19 crisis. To this end, integrating data on risks and their impacts into education management and information systems facilitates the design and implementation of crisis-sensitive educational policies and programs, including disaster preparedness plans. Education actors at subnational levels need capacities to analyze health risks to learners, teachers, and school staff, and to identify learners at risk of dropping out. Subnational stakeholders also need to be able to assess the coverage and effectiveness of alternative platforms for quality education continuity.

iii. ENSURE STRONG LEADERSHIP AND COORDINATION:

The multitude of actors needed to respond to and mitigate the impact of crises can lead to duplication, inefficiency, and confusion, in the absence of strong leadership and coordination. National ministry of education leadership of crisis planning and management is important for education resilience. National leadership ensures that humanitarian initiatives are sustainable, aligned with national priorities, and able to

mitigate the impact of crises on learners and education communities. Strong coordination mechanisms are also needed to maximize the inputs of all stakeholders, building on complementarities, including local civil society, to serve the most marginalized.

iv. **ENHANCE CONSULTATION AND COMMUNICATION MECHANISMS:**

Education directors, teachers, parents and caregivers all played a critical role in the response to the COVID-19 crisis and took on additional responsibilities in uncharted territories. Engaging these stakeholders can enhance the education system's resilience. Consultation and communication with all education actors including teachers, learners, and the most marginalized are key to the effective implementation of plans and responses, to meeting the needs of all learners, and to enhancing their resilience and that of the education system.

2.3.4 Reimagine Education and Accelerate Positive Change in Teaching and Learning

In the face of global closures of educational institutions and the halting of non-formal training, there has been remarkable innovation in responses to support learning and teaching. But responses have also highlighted major divides, beginning with the digital one. Learning losses due to prolonged school closures mean that many educational outcomes are at risk. For a number of reasons, we cannot return to the world as it was before. As we “build back resilient”, we need to ensure that education systems are more flexible, equitable, and inclusive. The massive efforts made in a short time to respond to the shocks to education systems remind us that changes previously considered difficult or impossible to implement are possible after all. We must seize the opportunity to find new ways to address the learning crisis and bring about a set of sustainable solutions.

i. FOCUS ON ADDRESSING LEARNING LOSSES AND PREVENTING DROPOUTS, PARTICULARLY OF MARGINALIZED GROUPS:

At the same time that educational authorities build on the positive and take heed from the negative lessons from the crisis revolve around three priorities:

- (i) Catching up on learning losses,
- (ii) Bringing back to school learners at risk of dropping out, and
- (iii) Focusing on social and emotional welfare of the student population, teachers and staff.

ii. OFFER SKILLS FOR EMPLOYABILITY PROGRAMMES:

Measures to address these priorities should also fully take into account the necessity of equipping youth and adults with the skills in demand in the labor market. This may require rethinking how these key skills are identified, for both current and future labor markets. Among the many things the crisis has underlined is that the “essential workers who hold the system together”, who provide the most basic social needs and services, need to be supported and reinforced. These include health care workers, caregivers, employees in agro-food and service industries, and of course teachers. Ensuring they receive the support they need will require prioritizing education and training and accelerating changes within education and training.

iii. SUPPORT THE TEACHING PROFESSION AND TEACHERS’ READINESS:

It is essential that teachers and communities be better prepared and supported if equitable and inclusive learning, in and beyond classrooms, is to be guaranteed. Technology alone cannot guarantee good learning outcomes. More important than training teachers in ICT skills, is ensuring that they have the assessment and pedagogical skills to meet students at

their level and to implement the accelerated curricula and differentiated learning strategies likely to emerge in the return to school. Digital solutions need relevant content, adequate instructional models, effective teaching practices, and a supportive learning environment. Teacher development and professionalization are key to ensure they are sufficiently qualified, remunerated, and prepared. Governments could also strengthen systems of support for teachers, facilitators, and parents/caregivers in the successful and safe use of technology for learning.

iv. EXPAND THE DEFINITION OF THE RIGHT TO EDUCATION TO INCLUDE CONNECTIVITY ENTITLEMENT:

Considerable attention has been given to the use of technology to ensure learning continuity. Those digital solutions to improve teaching and learning which are institutionalized in the aftermath of the pandemic need to put equity and inclusion at their Centre, to ensure all children may benefit from them. Teachers and learners need free and open source technologies for teaching and learning. Quality education cannot be provided through content built outside of the pedagogical space and outside of human relationships between teachers and students. Nor can education be dependent on digital platforms controlled by private companies. Governments could support open educational resources and open digital access.

v. REMOVE BARRIERS TO CONNECTIVITY:

The crisis brought a deeper understanding of the digital divide and related equity gaps, which require urgent attention. Governments and development partners need to work together to remove technological barriers by investing in digital infrastructure and lowering connectivity costs. Bridging the digital divide will also require greater investment in digital literacy for marginalized populations. At the same time, strongly relying on technology will not on its own bring effective learning for all children, especially the most marginalized. It will be necessary to ensure that as children have

better access to the internet, stronger parental support and greater availability of learning materials will enable maximum benefit more from any digital solutions. Low-tech and no-tech approaches should not be forgotten for those who have limited access to technology. Overall, countries need to plan to ensure children from the poorest households will not continue to be left behind.

vi. STRENGTHEN DATA AND MONITORING OF LEARNING:

Managing the education crisis requires a continuous monitoring of data at the student, teacher, and school levels. This monitoring will need to be based on a mix of existing data and assessment systems and potentially new approaches tailored to this specific context. To reinforce resilience, data should help monitor the learning environment, and help assess school accountability. Data quality and timeliness are essential, which implies a complementary strategy that minimizes the digital divide and expands teacher abilities in pedagogical practices for distance education. The strength of the monitoring system in education is as strong as its underlying data, and efforts should be made to help schools produce quality data that they can also use, feeding it upstream to allow the continuous monitoring of the system.

vii. STRENGTHEN THE ARTICULATION AND FLEXIBILITY ACROSS LEVELS AND TYPES OF EDUCATION AND TRAINING:

An important element of resilient education systems is their flexibility, which relies on strong articulation between levels and types of education, but also the capacity to mobilize alternative modes of delivery. Hybrid learning offering flexible and quasi-individualized learning pathways for learners requires a mix of pedagogies and approaches, and also the mobilization of alternative pedagogical resources from national and international platforms. But hybrid learning poses challenges to the recognition of learning. With a view to safeguarding integrated systems, stronger linkages should be developed between formal and non-formal structures, including recognition, validation,

and accreditation of knowledge and skills acquired through all types of learning. These stronger linkages will allow education systems to become more equitable and inclusive, as well as more effective in fulfilling their mission, more efficient in their operations and use of resources, and better equipped to serve the needs of their communities and society at large.

2.4 Research Appraisal

The shock of the COVID-19 crisis on education has been unprecedented. It has set the clock back on the attainment of international education goals, and disproportionately affected the poorer and most vulnerable. And yet, the education community has proved resilient, laying groundwork for the rebound. There remains a risk of a downward spiral, in a negative feedback loop of learning loss and exclusion. Yet every negative spiral of aggravating socio-economic circumstances suggests its reverse image of a positive spiral, one which would lead to the future of education we want: one of inclusive change in education delivery, of unleashing the potential of individuals, and of collective fulfillment, in all areas of life, through education investment. There is unlimited drive, and untapped resources, we can count on for the restoration, not only of education's essential services, but of its fundamental aspirations. It is the responsibility of governments and the international community to stay true to principles and conduct reforms, so that, not only will the children and youth regain their promised future, but all education stakeholders find their role in making it happen.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

The chapter presents the methodology used in the study. It focuses on research design, study variables, location of the study, study population, sample and sampling techniques. The chapter also discusses the research instruments, data collection procedures, data analysis and logistical and ethical considerations.

3.1 Research Design

The researcher used descriptive research design because it is suitable for gathering facts, opinion and obtaining pertinent information about the current status of a phenomenon and draws conclusions from facts discovered (Kombo and Tromp, 2016). Descriptive survey helps the researcher to describe the variables found in a given situation. The design was considered suitable for this study because the researcher sought to find out the status of the effects of the covid 19 pandemic on academic performance of primary school pupils and the teacher factors that influenced the practice in Ijebu-Ode local government area.

3.2 Population of the Study

The population of this study will be made up of all primary school in Ijebu Ode. The study will be restricted to Ijebu-Ode Local Government Area, Ogun State; five schools were chosen randomly in order to arrive at an objective outcome.

3.3 Samples and Sampling Procedures

Among the population, the sample size of 100 students from selected primary schools they are;

- i. Moslem Primary school Eti-Itale Ijebu-Ode
- ii. Wesley Nursery / Primary school Molipa road Ijebu-Ode
- iii. Epic group of school, Irewon Ijebu- Ode
- iv. Okeowa united primary school Ijebu- Ode
- v. Our lady primary school Epe garage Ijebu-Ode

The sampling procedure used by this researcher is random sampling technique. In this process, all the students in the class has equal opportunity of being selected.

3.4 Research instrument

The research instrument used for this research work was questionnaire designed to know the opinion of the students on the effect of the covid 19 pandemic on academic performance of primary school pupils. The questionnaire was designed for both the teachers and students in Ijebu-Ode Local Government. The questionnaire dealt with general background and information about the student such as age, sex, class, etc. the respondents were required to mark a tick (right) on either Yes or No which are the rating scale to show how much they agree or disagree with the statements.

3.5 Validity

According to Best and Kahn (2016) critical judgment of expert in the field of inquiry is helpful in examining content validity. Content validity of the instrument was used to ensure the instruments were valid and was achieved by ensuring that items cover all variables and objectives of the study. Each item in the instrument was analyzed against the objective. The researcher further discussed the instruments together with the supervisor to ascertain their appropriateness and relevance.

3.6 Reliability

Test-re-test method was used to determine the reliability of the instrument. A group of teachers was given the questionnaire. After two weeks the researcher revisited the same group and issued questionnaire for test re-test. The calculation of the correlation coefficient provided the consistency of the items in the questionnaire in providing similar responses. The Correlation coefficient (r) was 0.7. According to George and Mallery (2015), a reliability of 0.7 is acceptable in social science research hence, the instruments were considered reliable.

3.7 Method of Data Collection

After getting the necessary authorization, the researcher contacted the primary school teachers and distributed the questionnaires to them which included, cover letter stating the aim of the study, the background information and a copy of the questionnaire. The participants were requested to return the questionnaire within seven days. After seven days the researcher visited the schools and collected the questionnaires. The entire data collection process took about six weeks.

3.8 Data Analysis

Frequency count, percentages, mean and standard deviation was used to analyze data. Descriptive statistical measures using frequency tables and simple percentages were used to summarize the finding.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter deals with the presentation and analysis of data collected by the researcher using the questionnaires designed to investigate effect of the Covid 19 pandemic on academic performance of primary school pupils in Ijebu –Ode local government area of Ogun state. Data were collected from primary school teachers and pupils to retrieve demographic data and their attitudes to the effect of the covid 19 pandemic on academic performance. First, the chapter presents the analysis of the demographic information obtained followed by the percentage analysis of their responses. The analysis of the data obtained was employed to answer the research questions raised by this study.

4.1 Presentation of Data

A total number of one hundred (100) questionnaires were administered to pupils at the five (5) randomly selected primary schools in Ijebu- Ode Local Government Area, Ogun State. All the questionnaires were administered to the primary school pupils and questionnaires administered were recovered with complete response.

Table 1.0: Distribution of Questionnaires

S/N	SCHOOL	PUPILS	PERCENTAGE %
1	Moslem Primary school Eti-Itale Ijebu-Ode	20	20%
2	Wesley Nursery / Primary school Molipa road Ijebu-Ode	25	25%
3	Epic group of school, Irewon Ijebu- Ode	15	15%

4	Okeowa united primary school Ijebu- Ode	25	25%
5	Our lady primary school Epe garage Ijebu-Ode	15	15%
	TOTAL	100	100%

Table 1. shows that a total of one hundred (100) questionnaires administered were retrieved and found useful for the purpose of this research.

4.2 Data Analysis

This chapter presents the demographic data collected in percentage. Different tables are used to present and described the demographic data of pupils and teachers.

4.2.1 Pupils' Demographic Data

Total number of pupils = 100

Table 2

Gender	Frequency	Percentage of Pupils %
Male	40	40%
Female	60	60%
Total	100	100 %
Age in years		
5-6 years	20	20 %
7-8 years	25	25%
9-10 years	25	25%
11 years and above	30	30%
Total	100	100 %

Table 2 shows the gender and age of the respondents.

Research question 1

SECTION B:

DO SCHOOLS IN NIGERIA HAVE THE TECHNOLOGY TO CATER FOR THE STUDENT AFFECTED?

In this section S.A and A were added together to formed agreed while D and S.D were added together to formed disagreed.

Table 3: There is need for professional development in the area of ICT skills for teaching in my school.

	NO	PERCENTAGE %
AGREED	70	70 %
DISAGREED	30	30 %

Table 3 shows that 70 % of the respondents agreed that there is need for professional development in the area of ICT skills for teaching in their school. While 30 % of the respondents disagreed.

Table 4: ICT is available for the use of students in my school

	NO	PERCENTAGE %
AGREED	60	60 %
DISAGREED	40	40%

Table 4 shows that 60 % of the respondents agreed that ICT is available for the use of students in their school while 40 % of the respondents disagreed.

Table 5; I have more convenient and flexible learning than ordinary classes

	NO	PERCENTAGE %
AGREED	80	80%
DISAGREED	20	20%

Table 5 shows that 80 % of the respondents agreed that they have more convenient and flexible learning than ordinary classes while 20 % of the respondents disagreed.

Table 6; ICT technology save my time and provides an opportunity for self-study

	NO	PERCENTAGE %
AGREED	75	75 %
DISAGREED	25	25%

Table 6 shows that 75% of the respondents agreed that ICT technology save their time and provides an opportunity for self-study and 25 % of the respondents disagreed.

Table 7; ICT technology is just wasting my time

	NO	PERCENTAGE %
AGREED	44	44%
DISAGREED	56	56 %

Table 7 shows that 56 % of the respondents disagreed that ICT technology is wasting their time while 44% of the respondents agreed.

SECTION C

DO THE HOUSEHOLD HAVE THE FACILITIES TO ENGAGE THEIR CHILDREN IN REMOTE LEARNING?

In this section S.A and A were added together to formed agreed while D and S.D were added together to formed disagreed.

Table 8; My parent does not provide facilities which hindered me to partake successfully in online teaching

	NO	PERCENTAGE %
AGREED	58	58%
DISAGREED	42	42%

Table 8 shows that 58 % of the respondents agreed that their parent does not provide facilities which hindered them to partake successfully in online teaching while 42% of the respondents did not.

Table 9; I have more time to learn and do other activities

	NO	PERCENTAGE %
AGREED	80	80%
DISAGREED	20	20%

The above table 9 shows that 80% of the respondents agreed that they have more time to learn and do other activities while 20 % of the respondents disagreed.

Table 10; My Parent does not have time for me to sit me down for online learning

	NO	PERCENTAGE %
AGREED	72	72%
DISAGREED	28	28%

The 10th table shows that 72% of the respondents supports that their Parent do not have time for them to sit them down for online learning while 28% of the respondents were not supported to that.

Table 11; Lack of facilities has develop my poor academic performance

	NO	PERCENTAGE %
AGREED	87	87%
DISAGREED	13	13%

Table 11 shows that 87% of the respondents agreed that Lack of facilities has develop their poor academic performance while 13% of the respondents disagreed.

Table 12; Most of the time I lack motivation from my parent

	NO	PERCENTAGE %
AGREED	60	60%
DISAGREED	40	40%

Table12 shows that 60% of the respondents agreed that Most of the time they lack motivation from my parent while 40% of the respondents disagreed.

SECTION D

DO THE TEACHERS HAVE THE RESOURCES TO DELIVER LIVE LESSON OR RECORD A MASSIVE OPEN ONLINE COURSE (MOOC) STYLED LESSONS?

In this section S.A and A were added together to formed agreed while D and S.D were added together to formed disagreed.

Table 13; I am always ready for online learning

	NO	PERCENTAGE %
AGREED	90	90%
DISAGREED	10	10%

Table 13 show that 90% of the respondents agreed that they are always ready for online learning 10% of the respondents disagreed .

Table14; I am very poor because I have less access to the key tools

	NO	PERCENTAGE %
AGREED	65	65%
DISAGREED	35	35%

Table 14 show that 65% of the respondents agreed that they are very poor because they have less access to the key tools while 35% of the respondents disagreed .

Table 15; Online learning is only for a child who are privilege

	NO	PERCENTAGE %
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AGREED	85	85%
DISAGREED	15	15%

Table 15 show that 85% of the respondents agreed that Online learning is only for a child who are privilege while 15% of the respondents disagreed.

Table 16; teacher does not encourage us for online learning

	NO	PERCENTAGE %
AGREED	76	76%
DISAGREED	24	24%

Table 16 shows that 76% of the respondents agreed that teachers does not encourage them for online learning while 24% of the respondents disagreed.

Table 17; E-learning facilities are available for the teachers to deliver online course

	NO	PERCENTAGE %
AGREED	90	90%
DISAGREED	10	10%

Table 17 shows that 90.% of the respondents agreed that E-learning facilities are available for the teachers to deliver online course while 10% disagreed.

4.3 Discussion Findings

This study have helped a lot in revealing some facts on the effect of the Covid 19 pandemic on academic performance of primary school pupils.

The result of the study are observe on the basis of research question:

Research Question 1; do schools in Nigeria have the technology to cater for the student affected? The result reveals that 70 % of the respondents agreed that there is need for professional development in the area of ICT skills for teaching in their school. while 30 % of the respondents disagreed. This implies that the majority of the schools have the technology to cater for the affected student and also reveals that ICT is available for student uses in table 4 shows that 60 % of the respondents agreed that ICT is available for the use of students in their school while 40 % of the respondents disagreed. The result also reveals that pupils have more convenient and flexible learning than ordinary classes, table 5 shows that 80 % of the respondents agreed that they have more convenient and flexible learning than ordinary classes while 20 % of the respondents disagreed. Also ICT save the time of pupils as well encourage the opportunity for self-study, and does not waste their time Table 6&7; table 6 shows that 75% of the respondents agreed that ICT technology save their time and provides an opportunity for self-study and 25% of the respondents disagreed. Table 7 shows that 56% of the respondents disagreed that ICT technology is wasting their time while 44% of the respondents agreed.

Research Question 2: do the household have the facilities to engage their children in remote learning?

Result revealed that; parents are unable to provide the facilities and this is affecting the pupils to partake successfully in online teaching as it was stated in table 8. Table 8 shows that 58% of the respondents agreed that their parent does not provide

facilities which hindered them to partake successfully in online teaching while 42% of the respondents did not. The pupils also agreed that with online learning they still have time to do other activities. Table 9 revealed that 80% of the respondents agreed that they have more time to learn and do other activities while 20% of the respondents disagreed. Findings also revealed that parents do not have time for their child/ren to sit and assist them for online teaching, the 10th table shows that 72% of the respondents supports that their Parent do not have time for them to sit them down for online learning while 28% of the respondents were not supported to that. and 87% of the respondents agreed that Lack of facilities has develop their poor academic performance while 13% of the respondents disagreed in table 11. Mostly, the findings also revealed that pupils lack motivation from their parent. Table 12 shows that 60% of the respondents agreed that Most of the time they lack motivation from my parent while 40% of the respondents disagreed.

Research Question 3: do the teachers have the resources to deliver live lesson or record a massive open online course (MOOC) styled lessons?

Result showed that pupils are ready for online teaching the teachers should include ICT learning into their time table so as to motivate the student and encourage them. Table 13 show that 90% of the respondents agreed that they are always ready for online learning 10% of the respondents disagreed. Also revealed that most of the pupils are very poor because they have less access to the key tools. This such child/ren should be motivated and carry along with ICT facilities to reduce poor performance in online learning as the pupils already agreed that online learning is only for a privilege child/ren. Table 14 show that 65% of the respondents agreed that they are very poor because they have less access to the key tools while 35% of the respondents disagreed. Table 15 show that 85% of the respondents agreed that Online learning is only for a child who are privilege while 15% of the respondents disagreed. The result also revealed that the lack motivation from their teacher as

well their parents. This act should be eradicated between the parents and the teachers to promote more adequate and successful in online teaching, as the teacher is going to make the use e-learning facilities to deliver online course. Table 16 shows that 76% of the respondents agreed that teachers does not encourage them for online learning while 24% of the respondents disagreed. Table 17 shows that 90% of the respondents agreed that E-learning facilities are available for the teachers to deliver online course while 10% disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter focuses on the summary of the study, conclusion, recommendation and suggestion for further studies.

5.1 Summary

Findings revealed that the continued closure of schools has left basic education in the country in a dire situation complicating the already ill equipped, confusing and unhelpful learning environment, especially in public schools. Furthermore, studies revealed that the outbreak of the virus has diverted the attention of the government from other pertinent national issues such as funding of infrastructure sector development of the general public, government own schools and the fight against insurgency, to the fight against the spread of COVID-19 pandemic. By implication, the meager resources available because of the global economic recession and the drastic drop of crude oil price at the international market which is the major source of revenue for the country has been diverted to the fight against the spread of the virus, thus, leaving other sectors of the economy including the education sector underfunded. This has also made it difficult for the government to provide the public schools sufficient palliative to improve on the e-learning program initiated by the Federal government. Addressing the problems occasioned by the closure of schools in the country, obviously, becomes one of the essential enablers of education which means that all of the necessary infrastructure and learning facilities required for studies must be in place. The physical condition of a school has a direct effect on teachers' morale and effectiveness, and on the general learning environment. On a normal circumstance, inadequate educational facilities in Nigeria pose threat to the right to education and are even worse now that there is the outbreak of COVID-19. Nigerian schools are ordinarily ill equipped and not conducive to learning and the

low funding and continued closure of schools has left basic education in a dire situation. Access to basic education in the country despite the directive to school heads and proprietors to initiate digital or e-learning to students has been badly affected by insufficient funding and ill equipped infrastructure in public and some private schools, making it very difficult for learning program for Nigerian students at all levels.

5.2 Conclusion

The catastrophe posed by coronavirus on education in Nigerian has revealed to us the benefits of online/virtual teaching. A large number of children whose education was completely disrupted for months due to COVID19 pandemic is a great disaster to the national growth. The consequences could be felt in economies and societies in the years to come.” In Nigeria, nearly all school-children were affected by the lockdown. In a time like this, there is no other option than to adapt to the dynamic situation and accept the change as disasters will continue to occur and technologies will likely help us in managing them. One good effect of COVID19 pandemic is that it has forced some schools which were earlier reluctant to change, to accept modern technology. At this present age, the importance of online education cannot be over emphasized. Coronavirus disaster could be beneficial to the education sector and could bring a lot of surprising outcomes if well utilized. With the help of online teaching, a large number of students can be taught by a single teacher at the same time. However, accessibility, affordability, flexibility, learning pedagogy, life-long learning, and unstable educational policies are some of the challenges that affect online pedagogy. It is line with these that the authors provide some creative solutions to the problems facing virtual method of teaching in Nigeria since it can be concluded that online teaching is the panacea to educational disruption in the time of pandemic and crisis. In countries such as Nigeria, education should be viewed as a high government priority by increasing the awareness of pressing need for the

country's children to be educated, especially those from low-income families, as this will benefit the country's economy in years to come. Aid provided in this direction can be viewed as an investment in human capital; the more educated a country is, the more productive it is.

5.3 Recommendations

- 1. Government should see the need to build good schools and equip them with modern digital facilities that can aid online education by providing digital devices as well as internet connections.**
- 2. Government should ensure inclusion of online teaching such as integrated digital learning platforms, videos lessons, broadcasting through radio and TV etc. to supplement the normal classroom teaching even when there is no pandemics or disaster.**
- 3. Government and educational stakeholders must ensure uniformity in curriculum and scheme of work used by teachers from schools to schools at every facet of education. It is the duty of educational inspectors to ensure that teachers and schools adhere strictly to the planned curriculum and scheme of work as online teaching program should also be incorporated into the school timetable.**
- 4. Educators as well as students must be trained on how to handle and use online educational devices. Educators must spend quality time to prepare and make their lessons creative, interactive, relevant, student-centered and group-based.**
- 5. Parents should pay personal attention to monitor and supervise their children until they adapt to online teaching environment.**

6. Government aid is needed in terms of investing in educational tools of the future alongside a total revamp of the educational sector as reforms in the national curriculum post-pandemic would be an effective way to bridge the gap in inequality.

5.4 Suggestion for further studies

The interest and commitment that was devoted in the understanding of the factors associated with effect of the covid-19 pandemic on academic performance of primary school pupils had generated many studies. Hence, this research work only made use of Ijebu-Ode Local Government area Ogun State. The researcher suggests that further research could be done on the impact of covid-19 on the Nigeria education system strengthen and challenges of online/ virtual education. And the researcher should try and extend his other study to other local government area in Ogun State and in other state as well.

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APPENDIX I
TAI SOLARIN COLLEGE OF EDUCATION
OMU-IJEBU, P.M.B 2128
DEPARTMENT OF EDUCATION
QUESTIONNAIRE

QUESTIONNAIRE FOR THE TEACHERS

This study seeks to collect information on effect of the Covid 19 pandemic on academic performance of primary school pupils education: You are to indicate on a four point scale, the extent of agreement between the feelings expressed in each statement and your own personal feelings. The points are;

S.A; STRONG AGREE

A; AGREE

S.D; STRONG DISAGREE

D; DISAGREE

SECTOION A: Demographic Data

Class taught by the teacher: _____

For how many years have you taught? _____

Age Range: 20-25 [] 26-30 [] 30-35 [] 35-40 [] 40-45 [] 45above[]

Sex: Male [] female []

Teacher's Qualification: N.C.E [] B.Ed. [] M.Ed. []

N.B Please complete the following by ticking the appropriate column.

SECTION B: Do schools in Nigeria have the technology to cater for the student affected?

S/N	STATEMENT	S.A	A	S.D	D
1	There is need for professional development in the area of ICT skills for teaching				
2	ICT is available for the students to use at school				
3	The children have more convenient and flexible learning than ordinary classes				
4	It saves the students time and provides an opportunity for self-study				
5	ICT technology is wasting the time of children				

SECTION C: Do the household have the facilities to engage their children in remote learning?

S/N	STATEMENT	S.A	A	S.D	D
1	Most schools lack facilities which hindered them to partake successfully in online teaching				
2	Students have more time to learn and do other activities				
3	Parent are too busy to sit their children down for online learning				
4	Lack of facilities has develop the poor academic performance				
5	Most of the students lack motivation from their children				

SECTION C: Do the teachers have the resources to deliver live lesson or record a Massive Open Online Course (MOOC) styled lessons?

S/N	STATEMENT	S.A	A	S.D	D
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1	Not all students are set up for online learning				
2	Students who are poor have less access to key tools				
3	Online learning is only for a child who are privilege				
4	The teachers lack the facilities to deliver online course				
5	e-learning facilities are available for the teachers to deliver online course				

APPENDIX II

QUESTIONNAIRE FOR THE PUPILS

This study seeks to collect information on effect of the Covid 19 pandemic on academic performance of primary school pupils education: You are to indicate on a four point scale, the extent of agreement between the feelings expressed in each statement and your own personal feelings. The points are;

S.A; STRONGLY AGREE

A; AGREE

S.D; STRONGLY DISAGREE

D; DISAGREE

SECTOION A: Demographic Data

Age Range: 6-8 [] 9-11 [] 12-14 []

Sex : Male [] female []

Class: Primary 3 [] Primary 4 [] Primary 5 []

N.B Please complete the following by ticking the appropriate column

SECTION B: Do schools in Nigeria have the technology to cater for the student affected?

S/N	STATEMENT	S.A	A	S.D	D
1	There is need for professional development in the area of ICT skills for teaching in my school.				
2	ICT is available for the use of students in my school				
3	I have more convenient and flexible learning than ordinary classes				

4	ICT technology save my time and provides an opportunity for self-study				
5	ICT technology is just wasting my time				

SECTION C: Do the household have the facilities to engage their children in remote learning?

S/N	STATEMENT	S.A	A	S.D	D
1	My parent does not provide facilities which hindered me to partake successfully in online teaching				
2	I have more time to learn and do other activities				
3	My Parent does not have time for me to sit me down for online learning				
4	Lack of facilities has develop my poor academic performance				
5	Most of the time I lack motivation from my parent				

SECTION C: Do the teachers have the resources to deliver live lesson or record a Massive Open Online Course (MOOC) styled lessons?

S/N	STATEMENT	S.A	A	S.D	D
1	I am always ready for online learning				
2	I am very poor because I have less access to key tools				
3	Online learning is only for a child who are privilege				
4	Teachers does not encourage us for online leaning				
5	E-learning facilities are available for the teachers to				

	deliver online course				
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