

IMPACT OF COVID – 19 PANDEMIC ON EDUCATIONAL SYSTEM AND ECONOMY OF NIGERIA: THE WAY FORWARD

Dr. Kate Uzoamaka Wilfred – Bonse

Department of Arts and Social Sciences Education,
Benue State University, Makurdi

Innocent A. Ocholi

Department of International Relations and Tourism Studies
Admiralty University of Nigeria

Dr. Beatrice Ebone Chigozie

Department of Guidance and Counselling
University of Nigeria, Nsukka

Abstract

The Coronavirus (COVID-19) pandemic which has struck the world at the later part of 2019 up till date has made some marks/impacts on the educational system and the economy of the world especially that of Nigeria. The paper examines the impact of COVID – 19 pandemic on the educational system in Nigeria, such as impact on school, students, teachers, parents who are stakeholders in educational system, curriculum and nation as well. The paper further discusses the impact of COVID – 19 on economy of the nation and proffers a way forward that would boost, revitalize the economy, such as infusing entrepreneurship into various knowledge matter to produce entrepreneurs who will set up businesses of their own that will enable the Nigerian economy to bounce back again. The paper further presented ICT (e-learning) as way forward for continuity in learning outside the four walls of classroom. Conclusion were drawn on how the impact of COVID – 19 on educational system and economy can be curbed by acquainting students and teachers with ICT for continuity in learning and equip students with entrepreneurship skills through entrepreneurship education to set up businesses of their own after graduation for economy growth. Suggestions were made on how the government and private owners should furnish their schools with entrepreneurship gadgets and computers for success in entrepreneurship education and ICT learning and how the government should set out plans to financially sustain the students learning through online and teachers in crises period.

Keywords: Impact, COVID-19 Pandemic, Educational System, Economy

Introduction

Education is a vital tool that propels transformation. It enhances socio-economic empowerment and development of any nation and empowers, an individual to stand out in any society to face and confront any challenges in life from any point of view, be it education or economic aspect, in line with the knowledge acquired in the process of education.

Education is described by Umezurike (2014) as the process of transmitting societal norms, values and desirable attitudes from one generation to another. IT consists of all efforts made through teaching and learning to acquire knowledge and develop skills in an individual that will prepare such individual to adapt to societal demands. The knowledge and skills could be inform of inculcation of Information Communication Technology (ICT) and entrepreneurship skills in the learner for adaptation to societal demands. According to Peters and Akpan (2014) education is a responsibility that naturally forms part of human life and propels human adaptation to his environment, as can be derived from the teaching and learning of ICT and entrepreneurship education.

Education if interrupted can culminate to distortion in learning process and subsequently leads to poor economic growth. Factors that can interrupt easy flow of or access to educational system include strike action, such as ASUU strike that sometimes occur in Nigeria, Sicknesses, outbreak of epidemics like Ebola which occurred in recent past in Nigeria and some countries of the world, pandemics like the Coronavirus Disease – 19 (COVID – 19) pandemic which is ravaging the world and Nigeria especially from 2019 up to date among other factors.

Information Communication Technology (ICT) and entrepreneurship education are seen as the factors that can propel continuity in learning and accelerate the economic growth of any country. As a matter of fact, Achor and Wilfred-Bonse (2013) stress the infusion of entrepreneurship education and ICT education into the various knowledge matters for economic growth. Without education, especially entrepreneurship education some countries of the world like China and Indonesia which have taken advantage of entrepreneurship education to accelerate the economic growth of their countries (Chuka – Okonkwo & Onukwugha – Opara, 2011) wouldn't have attained the height they did economically. Entrepreneurship education is described by Adidu and Olannye (2006) as a specialized training given to people to acquire the skills, ideas and the managerial activities and capacities for self-employment rather than being employed for pay. In other words it is education for acquiring skills towards venturing into business. ICT is another pillar in educational system that can propel continuity in learning outside the four walls of classroom learning. ICT is described by Wilfred-Bonse, Agahiu and Galu (2020), as various sets of technology tools and resources that are utilized to communicate and to create dissemination and manage information. Information Communication Technology (ICT) and entrepreneurship education as earlier stated are seen as the factors that can accelerate the economic growth of any country.

In fact, Achor and Wilfred-Bonse (2013) stated that to meet the challenges of time (especially the one posed by COVID – 19 pandemic) the curriculum of educational system should be developed in the context of entrepreneurial skills with ICT as a driving force. This means that entrepreneurship and ICT education should be at the front burner of any educational system endeavour that will propel continuity of learning and accelerate

economic growth in the time of crises like one the country experienced and is experiencing. Also, Nkwocha and Orindu (2011) commenting on the need for entrepreneurial skills acquisition in schools observe that the historical evidence arising from studies of more advanced countries such as United States, Russia and Japan during the period of rapid economic growth suggests that there has been a very significant relationship between their economic growth and the type of education provided for their citizens.

This paper focuses on the impact of COVID – 19 on the educational system and economy of Nigeria both positive and negative impact and the lesson learnt from COVID – 19 by educational system are addressed, as well as the way forward which include the infusion of entrepreneurship and ICT into the various knowledge matter for continuity and economic development of Nigeria.

Conceptual Clarification: COVID – 19 Pandemic

Corona viruses are a family of viruses that cause illnesses from common cold to more severe diseases such as Severe Acute Respiratory Syndrome (SARS) and the Middle East Respiratory Syndrome (MERS) (WHO, 2020). The viruses were originally transmitted from animal to human. The novel coronavirus detected by Chinese authorities is a new strain whose workings in humans are yet to be discovered fully, although human to human transmission has been identified (WHO, 2020b). COVID – 19 (Coronavirus Disease – 19) as the name implies is a coronavirus disease that was discovered in 2019 as a result of incessant cases of pneumonia of unknown cause identified in Wuhan city, Hubei Province Peoples' Republic of China. The Coronavirus was first detected amid an outbreak of respiratory illness cases in Wuhan city of China (Topol: US Betrays Healthcare workers in Coronavirus Disasters).

The World Health Organization (WHO) was notified of the outbreak of the disease on December 31st, 2019. Consequently, on 30th January 2020, the World Health Organization (WHO) declared the outbreak of the disease (COVID - 19) a global Health Emergency (WHO, 2020a) and as a pandemic on 11th March, 2020. The disease is said to be commonly transmitted among older people, and people with underling illnesses, and low immune system. It is also said that it is commonly transmitted through direct contact with some infected persons, infected surfaces or sneezing of the infected persons and through droplets of saliva or discharge from the nose as persons with the disease coughs or sneezes when inhaled at a close range (Ikyumen & Denen, 2020). From then countries of the world began to set measures in place to contain the spread of the virus. Among the measures put in place are evacuation of their citizens from the scene of the disease by some countries like United states of America, lockdown of boarders, economic activities, land, sea and air transportation, private and government offices, educational institutions, setting up of isolation and treatment centres and the host of others as well as advice and warnings over coronavirus lockdown given by the World Health Organization to contain the coronavirus outbreak (Rosamond, 2020).

Government of different countries, especially Nigeria stress through their different agencies on the need to observe personal measures set in place to contain or halt the spread of the novel virus such as avoidance of handshakes, wearing of face mask, usage of hand sanitizer among other measures. In the case of Nigeria, the presidential task force on COVID – 19 (PTF COVID - 19) are always on the air to stress Nigerian citizens, the need to observe the measures the Federal Government of Nigeria put in place to check the spread of

Coronavirus disease (COVID - 19). UNESCO reports that most governments of the countries around the world have temporarily close their educational institutions in order to halt the spread of the COVID – 19 pandemic affecting over 91% of the world’s students’ population (UNESCO.Org, 2020) which according to Ikyumen and Denen (2020), is the worst factor that has ever affected education worldwide. The justification for the closedown stems from the fact that most of the educational endeavors have to do with close interactions with one another, facilitator-learner interaction, learners-learners interactions among others. This close interactional working relationship will eventually foster the spread of the pandemic.

In Nigeria, schools and all learning facilities were shut down indefinitely by the Federal Government of Nigeria (Nigeria Centre for Disease Control and Prevention (NCDC, 2020). This move has impacted much on educational system across the globe, more especially in Nigeria where the landscape of learning was disrupted by COVID-19 whereby limiting how students can access learning across the nation (UNESCO, 2020). Adeoye, et. al. (2020) corroborating, reported that the COVID-19 pandemic ravaging the world has taken its effects on many sectors including education, especially in Nigeria educational sector, as the academic programme was halted by the Federal Ministry of Education to curtail the spread of the virus in educational institutions.

An Overview of Educational System in Nigeria

The Nigerian educational system consists of: the basic education which covers the nine (9) years of learning, lower basic education (primaries 1-3), middle basic education (primaries 4-6) and upper basic education (JSS 1-3) as stated in the national policy on education (Federal Republic of Nigeria, 2004) with the subjects grouped under core/compulsory and electives, senior secondary school consists of three years of learning; the subjects offered at this level include arts and science subjects which prepare the students for the courses to offer in higher institutions and tertiary institutions that encompasses university and non-university sector (polytechnics, monotronics and colleges of education). The courses offered at tertiary institutions include Law, Medicine, Education among others. The academic calendar of each educational year runs as stipulated by the Federal Government of Nigeria through their federal and state ministries of education. Education in Nigeria is administered by Federal, State and Local Governments. The academic year according to Anum, Tse and Udu (2020) runs from September to July. The author further explained that most universities use a semester system of 18-20 weeks. Others run from January to December, divided into terms of 10-12 weeks.

For Nigeria, the 2020 academic session was on for primaries, secondary and other higher institutions, as many of the schools and institutions were at the point of preparing for examination, admitting new students, preparing for closure for the term, beginning of semesters and a host of others, apart from Academic Staff Union of Universities (ASUU) in Nigeria who embarked on strike action and their students went home (Ogunode ,2020), before the interruption of COVID-19 pandemic which led to the shutting down of activities in Nigeria. Thus, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down for students to go home as a result of the increase in the cases of COVID -19 pandemic. The interruption left no room for continuity in academic sessions under the school premises except that some schools resorted to e-learning with its resultant effects on academic system which ranges from cost of data to technical issues as reported by some learners. UNESCO (2020), reported that the closure of the educational institutions has

impacted over 91% of the world's student population. The disruption of the system (academic session) as a result of closure of schools impacted much on the academic system in Nigeria.

Impact of COVID-19 on Educational System and Economy in Nigeria

COVID-19 has impacted so much on the educational system globally and especially that of Nigeria as a nation since the closure of all schools by the Federal Government of Nigeria. This step taken by the Nigerian government is towards containing the spread of COVID-19 pandemic, since school is one of the areas that close contact with one another such as facilitator-learner, learner-learner contact can be experienced as earlier stated. The closure of academic endeavours due to COVID-19 has impacted much on the educational system in Nigeria in the following ways:

Impact on Schools

As earlier indicated in this paper, before the disruption of schools in 2020 academic session by COVID-19 pandemic, many schools and institutions were at the point of preparing for examination, admitting new students, preparing for closure for the term, beginning of the semesters and a host of others. The setting in of COVID – 19 pandemic disrupted the whole preparation of academic system and calendar as well as educational endeavours in meeting the stated target. Anum, Tse and Udu (2020), noted that the Nigeria government closure of schools across the country was announced in the third week of March, 2020 as a temporary measure to avoid crowding in public places which schools were inclusive. The authors specifically added that on March 19th, 2020 a circular from Federal Ministry of Education granted approval for the closure of all schools for a period of one (1) month commencing from Monday 23rd March 2020 to halt the spread of coronavirus (COVID -19). Later in April 2020 as a result of increase in the spread of the virus, the Federal Government closed all schools and learning facilities in the country indefinitely (Nigeria Centre for Disease Control and Prevention (NCDC, 2020). Schools in Nigeria which are made up of private and public, ceterm of learning and a sector of economy that provides income for both private and public sectors were halted by the Federal Ministry of Education to prevent the spread of Coronavirus (COVID-19). This move impacted greatly on both educational and economic system. Consequently, some schools resorted to e-learning which has adverse implication on learners because of the cost of data to access learning and sometimes technical issues that result from lack of light, connectivity and so on. This affected learning and schools greatly. The schools that could not adopt the internet means discontinue with their teaching.

Impact on Students

Closely related to the impact on school by the outbreak of coronavirus (COVID-19) is the impact on students who are the recipients of learning under the four walls of the classroom. UNESCO (2020) as earlier stated, reported that the closure of the educational institutions has impacted over 91% of the world's student's population. The closure of schools indefinitely by the federal government of Nigeria has distabished the whole educational system, the school, the students, the teachers, parents, curriculum and the ministries that man educational endeavours (Ministry of Education), as well as the whole nation. Students were sent home unprepared as a result of the closure of schoolsat the time

they are expected to be in school preparing for examinations. UNESCO further reported that almost 40 million learners have been affected by the nationwide schools' closure in Nigeria.

This disruption in students learning process has without doubt left many students in rude shock and disengages the students from their normal learning process. Thus many students delved into online teaching and learning as directed by the government and implemented by schools for continuity. This has adverse effect mostly on students from poor homes who could not afford the cost of data and mobile phones and on those who were not use to internet system in learning, much more those whose families were in remote areas where they couldnot access electricity. The Digital 2020 Global Overview Report published in January 2020, indicated that about 60 percent of Nigerians are not connected to the internet. The report further indicated that around 169.2 million people (83 percent) of Nigerians have access to mobile phone connections, out of these, 50 percent (around 84.5 million people), reside in urban areas (The Next Web (TNW), 2020).The non-accessibility of internet for continuity in learning especially for non-urban dwellers and extension of school closure could lead to some students drop-out in schools while some turn to hawkers, some take to hoodlums causing setbacks in the nation's economy. Tse and Udu confirming this observe that a long-term impact of these school closures would deepened educational equality. Thus the disruption in school session as a result of outbreak of coronavirus (COVID-19) has impacted deeply and greatly on students.

Impact on Parents

Closely related to impact of COVID-19 on students learning is impact on parents who are the sponsors of their children (students) academic pursuit and the stake holder in educational endeavours. According to Bjorklund and Salvanes (2011) the major inputs into a child's learning are provided by the families as they are treated as central to education. Parent were into disarrayed as they watched their children (students) returning home at the times some were expected to be preparing for examination, starting a new semester and soon. The streamline family budget which to some families were meant for preparation for holiday breaks, adventures and summer lessons were invariably converted to sorting out issues as regard their children continuity of learning through online lessons. Family budgets were converted to purchasing of mobile phones and data for their children for continuity of their learning through e-learning and for those who cannot cope and afford this, other arrangements like extra lessons were made for their children (students). Many parents were battling with the difficulties in understanding the new methodology of teaching. Thus, some of the parents were not friendly with the new technology and found it difficult to assist their wards (children) to flow with the new trend and method in online teaching and the hitches on the issue of poor connectivity of the internet (TNW, 2020).

Impact on Teachers

Teachers are termed the implementers of curriculum. No educational system may rise above the quality of it implements, the teacher (FRN, 2004).The quality of teacher in the mastery of technology for implementing curriculum matters greatly to sustain learning in the outbreak of COVID-19 pandemic. The outbreak and increase in the spread of coronavirus (COVID-19) pandemic threw many challenges to teachers and put them in disarray as regards implementing the planned curriculum. Thus, schools were shut down by the Federal Government of Nigeria according to Anum, Tse and Udu (2020) and teachers as well as the

learners were asked to vacate the school premises to observe physical distancing in order to curtail the spread of coronavirus. Some teachers who were techno-friendly continued online with their students as organized by school while the ones that were not discontinued teaching. Teachers were affected adversely and drastically by the closure of schools, especially those in private schools where it was noted that salaries of teachers were not paid by the proprietors and proprietresses because of non-presence of students and non-payment of school fees. Some of the schools who can afford to engage their students and teachers through online teaching to sustain payment went on while others were left without salaries. Thus many teachers suffered non-payment of salary and hunger as a result of school closure. This by extension impacted on the economy of the nation. Commenting on the impact of coronavirus – (COVID-19) on teachers and students, Anum, Tse and Udu (2020) encourage the government to create a holistic contingency plan that goes beyond addressing school based safety measure, to identify ways to ensure learning continuity and provide support for both students and teachers during times of crises. This statement emanated from the fact that COVID-19 pandemic affected both teachers and students greatly.

Impact on School Curriculum

COVID-19 which impacted much on school system as a result of the shutting down of schools indefinitely, that led to pupils, students and teachers vacating the school premises, to avoid close contact which can result to more spreading of coronavirus diseases also impacted greatly on the curriculum of the school. According to Mohammed (2007) curriculum is the experience/activities (co-curricular activities) provided under the auspices of the school to bring about a change in the learner to the desired direction. Aboho (2010) also asserts that curriculum entails everything that is currently the input to the system of education, all that are planned. It entails what takes place in and outside the classroom under the school supervision. In other words, it has to do with the planned experience and activities that take place in and outside the classroom under the guidance and direction of a school.

In and outside the classroom activities (curriculum) under the school guidance were obstructed by the setting in of COVID-19 pandemic. Thus schools resorted to e-learning for those schools whose parents could afford it on air (television/radio) classes. These moves were to sustain the implementation of curriculum by the implementers despite the fact that there were technical problems reported by the learners (The Next web (TNW, 2020). According to Ikyumen and Denen (2020), the e-resources use, both the laboratory multi-media resources and online instructions remain the hope of every educational system under the COVID-19 lockdown pandemic. Some other schools had no option than to discontinue their teaching and learning until further instruction on resumption of schools were given. Thus there were hitches that range from the cost of data, technical issues to ignorance on the use of computer by the teachers that affected the smooth implementation of curriculum and its content by the implementers (the teachers). This attempt was to sustain the indoors classroom activities aspect of the curriculum under the auspices of school. The outdoor activities of the curriculum was another area that was impacted greatly by COVID-19 pandemic. There was no room for continuity since the over-crowding of people (learners-teachers), close interaction could foster the spread of COVID-19 pandemic. As earlier stated in this paper, school is one of the areas that close contact with one another such as facilitator

– learner contact, learner – learner contact can be experienced. Therefore, the outdoor activities aspect of curriculum was impacted heavily.

Impact on the Nation

Closely related to the impact of coronavirus (COVID-19) on school curriculum is the impact of COVID-19 on the nation. This is because curriculum is the instrument through which a nation passes on her aspiration and philosophy to her citizens. The shock and ripple effect of COVID-19 pandemic on educational system as a whole and specifically on students, schools, teachers, parents and curriculum exacted much on the nation as a whole. Adeoye, et al (2020) commenting on this stated that the disruption of educational system in Nigeria as a result of emergence of COVID-19 left many educators and students in rude shock. The authors went further to state that the COVID-19 pandemic ravaging the world has taken its effects on many sectors of the economy especially in Nigeria as evident in the Nigeria educational sector as academic section was halted by Federal Ministry of Education. This is to contain the spread of the virus in educational institution. Educational sector is seen as one of the sources of revenue for the nation. Schools and their revenues were halted. Students who were supposed to graduate and proceed to serve the nation and contribute their quota to the development of the nation were also halted. Students because of idleness and long stay at home resorted to ill practices like armed robbery and other crimes which affected the nation greatly. Teacher especially those in private schools were deprived of their salaries, as earlier stated which greatly affected their families and nations. Since family is a unit of the society, it is the family that makes up the society, the society the nation, thus the families, society and the nation as a whole were drastically affected. Parents were seen running helter-skelter to ensure that their children who were unpreparedly at home were well catered for. Thus work places were disrupted and disorganized which impacted much on the economy of the nation.

Impact on the Economy of the Nation

The coronavirus (COVID-19) pandemic which had struck the nations of the world especially Nigeria has impacted much on the economy (Adeoye et al., 2020), especially that of Nigeria. Shortly after the coronavirus (COVID-19) was declared a public health emergency, countries of the world with Nigeria inclusive started putting measures in place to curtail the spread of the virus. Some of the measures been put in place include the shutting down of countries and state borders, work places, business premises and activities like air, land and sea transportations, offices, shows and other sectors that could boost the economy of the nations. Movement were curtailed which include movement of business transaction across the countries of the world, in and out of the country in a bid to check the spread of the virus. According to Ikyumen and Denen (2020) the pandemic has led to the lock down of public places including churches, markets and institutions of learning which are movers of economy to avoid the spread of the virus. These institutions contribute greatly to the growth of economy. The closure has affected and reversed gains in these places.

In Nigeria, the Federal Government instituted shutdown measures of all activities especially economic activities to curb social and physical contact that can aggravate the situation. Social distancing and quarantining according to Ikyumen and Denen become the new norm resulting to decline in supermarket and store visits. The shutdown measures of lack of movement from one state to another and nation to another, affected drastically the

economy of the nation, as business transactions of public and private sectors were hindered and hampered. The ripple effect of COVID-19 has led to the close down of many establishments and left the workers jobless who would have contributed their quota to the economic development of the nations. Thus many banks airlines and so on that could not retain their workers as a result of the shutdown of business establishments relieved many of their workers of their jobs. The economy of nations were affected as many businesses were grappling to stand back on their feet after the lock down. These might perhaps lead to the hike in the present cost in the purchases of things and lead to the present hardship the country is going through. In other words, the economy of the nation is impacted deeply.

Factors that can Propel Continuity in Learning and Accelerate Economy Growth

Following the COVID-19 pandemic scourge that ushered in new social studies concepts like the lockdown, shutdown or closedown that has certainly redefined the way we interact in the society, as well as the way we relate in attending classes, seminars, workshops and conferences, we need to diversify our professional platform. The introduction of new concepts like social distancing, physical distancing among others to maintain safety has made some of the social media channels vital to be utilize for continuity in educational process to prevent contact with the virus. We shall now treat the factors that can propel continuity in learning and accelerate economy growth. Some of these factors include; information communication technology and entrepreneurship education.

Information Communication Technology (ICT)

ICT is described as diverse sets of technological tools and resources use to communicate, create and manage information. Wilfred-Bonse, Agahiu and Galu (2020) define ICT as various sets of technology, tools and resources that are utilized to communicate and to create, disseminate and manage information. Such technology, tools, resources can enhance the process of communication. According to UNDP (2001) such tools, resources and technology include broadcasting technologies such as radio and television, computers, telephones, internets and the host of others. These technology, tools, resources can propel continuity in learning in the times of distortion and disruption of learning process, example of what was obtainable in the era of COVID-19 pandemic, that disrupted and discontinue the learning under school premises and classrooms because of physical contact and close interaction between learners and instructors as well as the maintenance of physical and social distancing to avoid the spread of COVID-19 virus.

Anthony, Saidu and Mohammed (2009) describe ICT education as the education acquired through computers and other electronics media. The authors emphasize that ICTs are getting extensively used in supporting alternatives advanced education options and is applicable in distance learning (e-learning). E-learning is an acronym for electronic learning. It is learning that is facilitated and supported using information and communication technology (ICT). According to Ofoegbu (2011) information and communication systems whether networked or not, serve as specific media to implement the learning process.

E-learning consists of all forms of electronically supported learning and teaching and involves instruction that is delivered electronically, in part or whole via a web browser, through the internet or an intranet, or through multimedia platforms such as CD-ROM or DVD and so on (Brandon, 2010). E-learning course is rarely attended face to face. Most

teacher-learners, learners-learners interaction for courses are done through computer networks. ICT is vital in enhancing learning and continuity of learning.

According to Okwu (2011) the impact of ICT in Learning include:

- i. ICT removes problems concerning space and time because students can communicate anywhere, anytime, contact the teacher anywhere, anytime and collect and exchange information anywhere and anytime.
- ii. ICT gives access to knowledge because in principle students can draw on a global pool of knowledge.
- iii. ICT makes saving and sharing knowledge easier because students can individually or together create records of notes and presentations, thus register their progress and use it for examination and also been trained for future participation in global research communities.

ICT can enable students learn and continue their lessons/lectures anywhere and anytime because it takes care of the problems cause by space as it is in the case of COVID-19 since the disease could easily be spread by physical closeness with one another. Ikyumen and Denen (2020), observe that most of the instructional processes in our institutions of learning take place in congested lecture halls and theatres and since COVID-19 could be spread and contacted by physical closeness with one another, it becomes imperative according to the authors to employ the e-resource use in the instructional processes. In this way, lectures can go on within the learners and facilitators in wide-spread geographical locations. The author went further to cite examples of some of the online learning instructional software facilities that could be employed to prevent physical contact while learning to include recorded tutors' clips, web seminar (webinar), teleconferencing, 'you tube' and computer power point presentations to educate the learner which could be independent study or the study carried out in a spacious hall that the seats are arranged according to COVID-19 rules of physical distancing.

Some other e-learning classes might go on through the use of modern internet and communications technologies which include video chat, instant messaging, e-mail, instagram, whatsApps to deliver education online or remotely among others. The importance of employing the e-resources or online learning according to Ikyumen and Denen include:

- i. Interacting with other learners through group video chat.
- ii. Making educational programs accessible to the learners in the lockdown period where on-site classes for learning has become impossible.
- iii. It gives room for learners to study at their pace, hence life education video chats can be recorded and streamed at the time that the learner wants, giving room also for review.

Other benefits of e-learning include providing learning to learners at the comfort of their homes. It enables both the slow and fast learners to learn at their pace since they can have access to recorded materials through video. ICT helps learning to be extended to the recipient outside the four walls of the classroom as it is in the case of COVID-19 pandemic era.

Entrepreneurship Education

Entrepreneurship education is a training in skill acquisition and management abilities provided to students to enable them venture into the business of their own after

graduation. It is the education and training for venturing into business for the sole aim of making profit. Entrepreneurship education according to Wilfred-Bonse, Itodo and Ogwuche (2020), is a training in skill acquisition given to an individual to enable him/her to start, run and own a business. It is an education that equips and prepares an individual to become an entrepreneur. An entrepreneur is an individual who has the ability to identify investment opportunities with risk taking, delve into it, establishes and runs the business venture successfully with the sole aim of making profit. According to Dike (2009), an entrepreneur is somebody who has the capacity to identify investment opportunities and establishes and runs the business venture successfully. The author went further to enumerate the characteristics of an entrepreneur to wit:

- i. The entrepreneur takes the initiative in combining the resources of land, capital and labour in the production of goods and services.
- ii. The entrepreneur has the choice of making business policy decision, that is, those routine decisions which set the course for a business enterprise.
- iii. The entrepreneur is an innovator, the person who attempts to introduce on a commercial basis new products, new productive techniques or even new forms of business organization.
- iv. The entrepreneur is obviously a risk bearer.

The author further expatiated that an entrepreneur is considered unique in that he creates some sorts of innovative economic activity that never existed elsewhere, monitors the changing business environment constantly and quickly takes advantage of new technology introduced to enable him to improve on how he can serve the market better than his competitors; be self-reliant and able to do things in his own way. In other words, an entrepreneur is the sole owner of his business. He takes decisions and initiate new business without minding the risk involve for profit making. If the business succeeds he gains and if it fails he loses and initiates another plan for success in business.

In this era of COVID-19 pandemic that has impacted greatly on the economy of the world especially Nigeria, the infusion of entrepreneurship education into various knowledge matter that can produce entrepreneurs who can take the economy of the nation to another level cannot be played down on or underestimated. Entrepreneurship education has been proven to be a viable tool that can revive the economy of any nation when inculcated in the educational system of any country as in the case of China and Indonesia (Chuka – Okonkwo & Onukwugba-Okpara, 2011), Russia and Japan (Nkwocha and Orindu, 2011), as earlier stated in this paper. The ruin caused by COVID-19 in Nigerian economy that has left the economy in shambles demands the emergence of entrepreneurs through entrepreneurship education that can establish businesses of their own as a way forward, be self employed and employing others so as to contribute their quota in reviving the economy of the nation, instead of waiting for government for employment. It is only then that the economy of the nation which has been impacted and left in rude shock by the scourge of COVID-19 pandemic can be revitalized.

Conclusion

The COVID-19 scourge has impacted much on educational system and economy of Nigeria in various ways as discussed in the paper. The paper addressed the impact on school, students, teachers, parents, curriculum and the nation, as well as the distortion and discontinuity posed on the learning system by the COVID-19 outbreak. The impact on

economy of the nation was addressed also. The paper further discussed the way forward for continuity in learning such as infusing and utilizing ICT (e-learning/online learning) system in school in the case of distortion in learning and to acquaint both the teachers and students with the knowledge and usage of ICT tools in class for continuity in lesson outside the four walls of classroom and in any case of future pandemic. The infusion of entrepreneurship education into various knowledge matter towards producing entrepreneurs that can sustain and revitalize the economy as a way forward combating the impact of COVID-19 on economy is tackled in the paper.

Suggestions

Considering the impact of COVID-19 on educational system and economy of Nigeria it is suggested that:

- i. Schools at all levels of education should acquaint their students and teachers with the knowledge of ICT for success in online learning, in case of any distortion in classroom learning as in the case of COVID-19 period.
- ii. The public and private schools should be equipped with computer gadgets by the government and the proprietors/proprietresses as of private schools for knowledge in ICT.
- iii. Furthermore, the government should map out plan that can sustain and ensure continuity in learning and provides support for students and teachers in crises periods.
- iv. The government and private owners of schools should also equip schools with gadgets that will facilitate learning in entrepreneurship, so as to produce skilled students as future entrepreneurs that will set up businesses of their own towards moving the economy forward.

References

- Aare, B.S. (2014). Pathways to sustainable education in Nigeria. Being a keynote address delivered at the 29th Conference of committee of Vice-Chancellors held at Afe Babalola University on the 3rd of June. Retrieved from <http://www.abuad.edu.ng/pathway to sustainable education in Nigeria>.
- Achor, E.E. & Wilfred-Bonse, K.U. (2013). The need to integrate entrepreneurship education into science education teachers' curriculum in Nigeria. *Journal Of Science And Vocational Education (JSVE)* 7(1), 111-123.
- Adeoye, I.A. Adanikin, A.F. & Adanikin, A. (2020). COVID-19 and e-learning: Nigeria tertiary education system experience. *International Journal Of Research And Innovation In Applied Science (IJRIAS)*, 5(5), 28-31. Retrieved August 10, 2020 from www.rsisinternational.org.
- Adidu, P.A. & Olanny, .A. (2006). *Basic small business entrepreneurship a modern approach*. Agbo, Delta State (Nigeria): Royal Peace Publication.
- Anthony, J.U, Saidu A, Mohammed U. & Jangu .I. (2009). Developing entrepreneurial skills in youths through Information and Communication Technology (ICT). 50th Annual Conference of Science Teachers Association of Nigeria, 2009. Pp 232-236.
- Anum, D.J, Tse, A.P. and Udu, T.T. (2020). COVID-19: Its prevalence rate threatens to deepen Nigeria's education crisis. *Nigerian Journal Of Trends In Language, Arts & Social Sciences Education* 1(2) 86-99.

- Bjorklund, A. & Salvanes, K. (2011). Education and family background: mechanisms and policies .E. Hanushek, S. Machin and L. Woessmann, (Eds.) *Handbook of the Economics of Education, Vol.3, 35-44*.
- Brandon, H. (2010). www.branonhall.com/public/faqs2/faqs2/htm_
- Dike, N.I. (2009). Creating wealth from waste. The need to develop entrepreneurship skill in biology students of colleges of education through meaningful teaching. 50th Annual Conference of Science Teachers Association of Nigeria, pp 142-146.
- Federal Republic of Nigeria (2004). National Policy on Education. Lagos: NERDC Press.
- Ikuymen, I.M. & Denen .T. (2020). Implementing instructional uses of e-resources as a strategy to overcome the challenge posed by COVID-19 Pandemic to Nigerian institutions of learning. *Nigerian Journal Of Trends In Language, Arts & Social Sciences Education, 1(2)*, 109-114.
- Nigeria Centre for Disease Control& Prevention (2020). COVID-19: FG begins gradual reopening of schools. Abuja: NCDC. Retrieved 25 August, 2020 from <https://ncdc.gov.ng/reports/weekly>.
- Nkwocha, S. & Orindu, B.N. (2011). Curriculum and entrepreneurship skills acquisition at the senior secondary level. A paper presented at 24th Annual Conference of Curriculum Organization of Nigeria (ACON), held at Benue State University, 14th – 17th September, 2011.
- Ofoegbu, T.O. (2011). Curriculum, e-learning and staff development: implications for the new teachers, 18(2), 54 – 61.
- Ogunode, N.J., Abigail, I. & Lydia, A.E. (2020). Impact of COVID-19 on the higher institutions development in Nigeria. *Electronic Research Journal Of Social Sciences And Humanities, 2(2)*, 126-135. Retrieved July 30, 2020 from www.eresearcjournals.com.
- Okwu, A. (2011). Challenges of effective use of ICT as a tool for implementing the UBE scheme 53rd Annual Conference of Science Teachers Association of Nigeria, 87-94.
- Peters, .V. & Akpan, B.S. (2014). Girl-child education: implication for women and national development. *International Journal Of Research Development 8(1)*, pp 115-123.
- Resamond, H. (2020). What are count...world economicforum.org.
- The Next Web (2020). Digital trends 2020: Every single state you need to know about the internet. Retrieved August 25, 2020 from <https://thenextweb.com/podium/2020/01/30/digital-about-the-internet/transparency-international-2020-corruption-perceptions-index>. Berlin: T.I.
- Umezurike, E. (2014). Effective management of entrepreneurial education in Nigeria: A way forward. *Approaches In International Journal Of Research Development, 8(1)*, 154-163.
- UNESCO, (2020). COVID-19 educational disruption and response. Paris: UNESCO. Retrieved September, 2020 from <https://en.unesco.org/COVID19/educationresponse>.
- Wilfred-Bonse, K.U, Agahui, A & Galu .N. (2020). Challenges facing the attainment of quality education in Nigeria: The way forward. *Nigerian Journal Of Trends In Language, Arts & Social Science Education, 1(2)*, 76-85.
- Wilfred-Bonse, K.U, Itodo, E.E. and Ogwuche A.A. (2020). Addressing the needs of women through functional women education and entrepreneurship education. *Nigeria Journal Of Trends In Language, Arts And Social Sciences Education, 1(2)*, 68-75.