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EXPLORING MEASURES FOR REOPENING OF EDUCATIONAL INSTITUTIONS DURING COVID'19 PANDEMIC IN NIGERIA

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Abstract: Consequences of the novel corona virus , popularly called Covid-19 pandemic are alarming and may continue to worsen if multifarious approaches towards containing it negative effects on human lives and global economy are not adopted and applied by relevant stakeholders ; individuals, governments and World Health Organisation, WHO. More so, the crushing effect of Covid-19 pandemic led to the closure of educational institutions across the globe and the continuous closure of schools is going to be very catastrophic to human growth and development. Hence, this study examined measures for the reopening of educational institutions during Covid-19 pandemic in Nigeria. The population of the study is made up of 200 participants drawn from educational institutions and households through census sampling technique. Data were generated from both primary and secondary sources. Primary data were sourced through questionnaire administered to 200 participants.Measure of central tendency (mean and standard deviation)and Analysis of variance (ANOVA) was employed to analyze primary dataand test the hypotheses. Secondary data represents number of Covid-19 patients for the period of assessment (March-July, 2020). Findings affirmed that schools can be reopened during the pandemic. It was also discovered that strict adherence to safety guidelines of WHO and NCDC would help in managing and containingthe spread of Covid-19 in schools. The study recommended that government should relax the lockdown, build more schools to reduce the over-crowded classrooms and schools and recruit more teachers to supervise rotational lectures for students amongst others.

Keywords: Covid-19, Educational Institution, Pandemic, Challenges, Nigeria.

1.0 Introduction

The rates of mortality of infectious diseases patients are alarming. Clinically, Covid-19 has been confirmed as one of the infectious diseases currently ravaging the world. The emergence of Covid -19 shook the fabrics of the world more than whirl fire. Its effects on education sector are total and unprecedented. It has caused a total shutdown of educational activities for about six months(UN Report, 2020 & IAU, 2020).

Consequences of the novel corona-virus on global economy are devastating and may, continue to worsen if multifarious approaches are not adopted. Soludo (2020) contends that Africa is grappling with twin pandemic of health and economy. Tabish (2020) foresees Covid-19 becoming endemic as HIV. It is trite to posit that prolonged lockdown would be tantamount to acute hardship, death or survival of the fittest. Before this pandemic, the economic environment in Africa has been witnessing financial stress and inactivity (Soludo, 2020). The effects of Covid-19 are wide and dangerous, spanning from health crises, fear, deprivation from social life, lock down of businesses, closure of schools to loss of lives. United Nations reported that all schools have been closed globally. Educational institutions and school children feeding programmes and nutrition are negatively affected. With this shut down, about 310 million children who feed on school meals have

missed their nourishment (UN report, 2020). IAU Global Survey Report (2020) also submitted that higher education institutions (HEIs) have been temporarily closed in 185 countries.The outbreak of Covid-19 pandemic has resulted to the confinement of students to enable them continue their education (Gonzalez, et al, 2020). However, it is producing great performance because students paid more attention to academic details and studies.

Consequently, Ataguba (2020) observed that deep economic and financial crises are causes of extreme povertyand malnutrition. The pandemic has also resulted to massive disruptions of investments in local and international corporations, drops in stocks exchange, decline in price of oil and shortage in food security (Cremades, 2019). It has been suggested that the elderly and fragile population should have dedicated health assistance services and unrestricted access to medical and food services to enable them withstand symptoms of the virus. Though Covid-19 affects people every day, the older people with diabetes and heart diseases have high risk of acute symptoms (UNICEF, WHO, CIFRC, 2020).

In this regard, educational institutions were forced to shut down learning, teaching and research. Academic institutions have been advised to shift teaching procedures from physical classroom teaching to onlineeducation (i.e. virtual-learning-teaching approach), (CDC, 2019& Three ways,2020).The government of Sri Lanka is vigorously pursuing online education to bridge the academic gap of inactivity and redundancy created by Covid-19 pandemic (Rameez, et al, 2020).The dire need to shift from physical classroom teaching and learning approaches to e-learning platforms have been suggested by scholars (Vilela, 2020). Though, the closure of schools is a step in the right direction towards containing the spread of Covid-19 but continuous shutdown will work hardship on human capital development and slow down progress of the world's economy. As contended by (Soludo, 2020) continuous lockdown is no cure for Covid-19, neither is it a panacea to techno-economic-health disruptions. Modern societies are therefore welcomed into the wave of rapid creative destructions that are constantly evolving.

As schools are temporarily closed for the past six months, parents are worried, children are feeling lonely and isolation is another call to ill health. Children from poor homes are worse affected because of lack of access to long distance learning and technology. There are no contingency plans to solving these challenges. Educational system in Nigeria is bedevilled with compounded but solvable challenges. Institutions are deficient of infrastructures (teaching facilities) that will aid learning, teaching and research. The closure of schools in Nigeria is therefore total. Private institutions could not withstand the sudden stormor emergent disruptions caused by the novel corona-virus. The pandemic underscores the poor state of educational system in many countries. The abject failure of governments in building more educational institutions incubated with modern teaching technologies has been unmasked by Covid-19. More so, the ripple effects of idleness, isolation and redundancy of pupils, students and undergraduates from the four walls of learning and peer group interactions are the worse forms of human deprivation.

The crux of the study is, education being the bedrock of growth and development of a country cannot remain redundant and comatose by Covid-19 crisis. Measures must be taken to ensure that educational activities were not halted. Hence, management of education in this context refers to the processes, procedures and measures adopted in continuing learning, teaching and research in educational institutions during covid-19pandemic. It entails the measures evolved to ensure the containment of the spatial spread of Covid-19 as well as motivating staff and students to discharge their respective duties in the pursuit of academic excellenceand national development.

It's significance to mention that stakeholder's (professionals, religious leaders, CSOs and community leaders and government etc) collaborationagainst Covid-

19 pandemic would be enhanced through the implementation of the study's recommendations.

The outbreak of Covid -19also resulted to the shutdown of economic activities all over the world. This has also caused the closure of educational institutions in so many countries of the world. Some educational institutions were totally closed down particularly in developing countries wheremodern technologies to facilitate online education are lacking. Education being the backbone of economic growth and development of countries cannot be abandoned for too long a time because of its consequential effects on the people and economy.

The resultant effects of isolation, idlenessand redundancy of pupils, students and undergraduates from the four walls of learning and peer group interactions are some forms of deprivations suffered by humanity during this pandemic. The prolonged lockdown of educational institutions in Nigeria is making parents to be agitated over the compounding effects on their children and wards. This warrants the need to examine measuresof reopening educational studies during Covid-19 pandemic in Nigeria.

The major objective of the study is to examine measuresfor reopening of educational institutionsduring Covid-19 pandemic. Specific objectives are,

1. To evaluate whether schools should be shutdown till a cure for Covid-19 is found
2. To examine whether schools should be re-opened while Covid-19 persists.
3. To evaluate whether Covid-19 guidelines would be maintained if schools are reopen
4. To ascertain whether the following measures, rotational lectures, assessingstudents' and staff's health status, schools feeding measures, sanitizers/facemasks for students, building of more schools, willenhance the reopening of educational institutions in Nigeria.

Research Questions

1. How does lockdown affect the reopening of schools in Nigeria?
2. Do educational programmes resume while expecting vaccines for Covid-19?
3. Should schools be reopened while Covid-19 persists?
4. Can the guidelines for Covid-19 be maintained in schools?
5. Will the following measures enhance the reopening of schools: rotational lectures, checking students' and staff's health status, schools feeding measures, sanitizers/facemasks for studentsand building of more schools?

Research Hypotheses

In line with the four specific objectives and research questions, the following hypotheses were drawn;

Ho_1. Covid'19 lockdown has no effect on educational institutions in Nigeria.

Ho_2. Covid'19 vaccine has no effect on the continuation of academic activities in Nigeria.

Ho_3. Persistence of Covid'19 pandemic does not have effect on reopening of schools in Nigeria.

Ho_4. Maintenance of Covid'19 guidelines do not have effect on educational institutions in Nigeria.

2.0Review of Literature

***2.1 Covid-19 Pandemic*.**

The seven continents of the world, Africa, Antarctica, Asia, Australia/Oceanic, Europe, North America and South–America, have experienced their fair share of the corona-virus scourge. It's fair share because the spread was not orchestrated by man. Covid-19, which broke out in Wuhan, China was declared a global pandemic on 11 March, 2020, about five/six months ago (Sorin, et al. 2020 & Giorgio, Hilligje & Trine, 2020). However, World Health Organisation, WHO, officially announced the outbreak of the novel corona virus on 9 January, 2020. Accordingly, on 1 April, 2020, WHO reported 783,360 confirmed cases of Covid-19 in 205 countries and territories around the globe with fatality rate of 37,203 people.A month later,on 7 May, 3,637,172 persons representing 78.46% increase confirmed cases of Covid-19

in almost all countries and territories of the world with 251,446 dead persons (Giorgio et, al 2020).

Globally, confirmed cases of Covid-19 infected persons as at 26 July, 2020, were 15, 986, 266 and death tolls were 644,838 representing 4.03%. According to WHO's categorization, confirmed cases and deaths recorded in Africa were 712,452 and 12,076, America, 8, 482,309 and 335, 479, Eastern Mediterranean, 1,483,593 and 37,914, Europe, 3,236,622 and 210,572, Western Pacific, 228,047 and 8,206 respectively. However, a critical look at the arithmetic computation of figures of confirmed cases and deaths showed some discrepancies between global and aggregated categorizations.

In Nigeria, the index case was identified in Lagos, the commercial nerve centre of the country on 27 February, 2020. The victim (rather patient) was an Italian citizen who tested positive to the virus (NCDC, 2020 & Maclean & Dahir, 2020). A Nigerian was declared positive to the corona-virus disease on 9 March, 2020. On 18 March, 2020, five new cases were confirmed in Lagos and Ekiti and on 21 March, 10 new cases were clinically confirmed in Lagos and Federal Capital Territory, (FCT), Abuja. As at 1st August, 2020, the entire 36 states and FCT have been affected by the deadly scourge of the virus. Nigeria's death ratio to the world is 0.133% and to Africa is 7.11%. Can this infinitesimal death tolls compared to USA, Italy and others be attributed to climate condition and quick adherence to Covid -19 guidelines or finger of God?

Previous studies had shown that between 1940-2020, about 340 infectious diseases devastated thesocio-economic fabrics of the world (Tabish, 2020 & 2009, Tabish & Nabil, 2015). Reports affirmed that Covid-19 is determined by anthropogenic factors (Sorin, et al 2020).The world had experienced six epidemic outbreaks in 2000-2020, such as Severe Acute Respiratory Syndrome (SARS) (2002-2004), H1N1 influenza (2009), the Zika Fever (2015-2016), Middle East Respiratory Syndrome (MERS) (2012-2020), the West-African Ebola Virus Epidemic (2013-2016) and Avian Influenza (2007-2014). However, the spatial extent and effect of corona virus is elaborate and unimaginable (Sorin, 2020). From 13 March – 29 April, 2020, the novel Covid-19has affected 213 countries, territories, five regions of WHO and three International conveyances (www.who.int/emergence-disease/novel-coronavirus-2019).

In a bid to strengthening surveillance and mitigate against the spread of the disease, the Federal and State governments set up task forces and equally mandated Nigeria Centre for Disease and Control, (NCDC) to expedite professional assessments and routine checks on the Nigerians. Lockdown was imposed as a complementary and defensive measure to restrict people's movements while adhering and enforcing social distancing, washing of hands, sanitizing, wearing of face masks amongst others. This necessitated the closure of all schools (private and public institutions) since March, 2020. In preparation to re-opening of schools, the Federal Ministry of Health (FMH) in conjunction with NCDC and Nigeria Education in Emergencies Working Group (NEEWG) formulated modalities for schools and learning facilities re-opening after Covid-19 pandemic (FMH, NCDC & NEEWG, 2020). Basically, this study is finding measures that would support reopening of schools during Covid-19 pandemic. The question is, should educational activities resume while Covid-19 persists?

2.2. ***Challenges of Education during Covid -19.***

The sudden occurrence of corona-virus forced governments to shutdown academic and extra curriculum activities of educational institutions in Nigeria. The Federal and State governmentsalso imposed lockdown or curfew as measures of containing the spread of Covid – 19. Since March, pupils, students and undergraduates (even post graduates) are out of school environment because learning, teaching and research were temporarilysuspended.

Prior to the emergence of the ravenous and cancerous disease called corona virusdisease, educational studies have been impeded by myriads and teething problems

resulting to incessant strikes against government's lukewarm attitude towards fixing and upgrading the prolonged infrastructural deficitsand decays in schools. Education sector in Nigeria is in a state of coma. Odia (2007) identified poor funding, poor educational infrastructures, inadequate classrooms teaching aids such as projector, computers, laboratories, and libraries as challenges bedeviling teaching and learningprocesses. Lack of competent and motivated teachers, unhealthy environment, examination malpractices, cultism, hooliganism, corruption and school politics for leadership are also factors militating againstthe progress of education in the country.

Odia also emphasized that, introduction of Structural Adjustment Programme, SAP in 1986 and deregulation policies of Ibrahim Babangida's administration dramatically affected subventions to public institutions. Poor funding of Education in Nigeria was an over flogged palaver. Additionally, lack of teachers' welfare (delay in promotion, lack of training and research aids) has adversely impacted on the standard of education. We may further contend that non-fulfilment or non adherence to memorandum of understanding (MOU) withAcademic Staff Union of Universities (ASUU), Senior Staff Association of Nigerian Universities (SSANU) and sister bodies as one of the causes of ceaseless industrial actions in the country.Currently, ASUU is having face-off with the Federal government of Nigeria for not implementing several agreements made since 2009. It's an absurd and perplexing situation which is retrogressive to the education sector and economy.

Mahmoud (2013) sees inadequate funding amongst others as the greatest challenge facing education in Nigeria. The author also mentioned the problem of responsibility and control of the educational sector as a militating factor. The multiple control systems by the Federal, State and Local governments are causing conflicting interests and politicking. According to Omale (2019), challenges rocking the educational system in Nigeria are inadequate funding, poor governance and mismanagement, corruption and politics. In 2017/2018 the budget for education was 7.04% which was a far cry from 26% global budgetary benchmark. Azeezat (2018) contends that strikes, corruption and others characterize the education sector in Nigeria. Insurgency and terrorist activities are also challenges confronting growth of the education sector. The mayhem caused by Boko-Haram in the Northeast is a major blow to educationsector in Northern Nigeria. Students (especially females) were captured and held hostage for several years in Sambisa forest by Boko-Haram terrorists.Miss Leah Shaibu, one of the captives among the Chibok female students is yet to be released by her captors since 2015. She has been labelled the 'unfortunate one' by a prominent Special Adviser the government. Too bad!

The unexpected shock delivered by Covid-19 has revealed the lackadaisical attitudes and blurred vision of the government towards rejuvenating and repositioning the educational sector for optimumacademic performance. The pandemic has altered educational narratives ab initio to emergency online education (Giorgio et al 2020). However, Nigeria lacks the technological environment for digital, distance and virtual learning. The computers networks, constant electricity supply and other facilitating ancillaries for online education are a mirage. Purchasing and installing these computers in our schools and/or distributing them to pupils and students are near impossibility during this pandemic period. In Nigeria, corruption, politics and insincerity have been identified as impediments to development. Government plays politics with everything (may be, Covid-19 has been politicised). So what do we do?

2.3. Theoretical Framework

To navigate the course of education and achieve the object of imparting ideas in formal fora to students, several theories on teaching and learning have been propounded by sociologists, psychologists, philosophers, and educationists such as functionalist theory (Durkheim),

conflict theory (Karl Marx) and symbolic interaction theory (George Herbert Mead, Herbert Blummer, Robert Rosenthal and Lenore Jacobson). However, this study is motivated by symbolic interaction theorybased on its relevance to classroom learning and teaching, where teachers and students interact, students and students also relate and interact conducively to give meanings to generated concepts and ideas.

It is based on the philosophy of pragmatism which involves practical approach to interpretation and understanding of concepts, myths and ideologies through gesticulations and symbolism (Caglar and Alver, 2015). It is a frame of reference to understanding how individuals complement and interact with one another to create a symbiotic and symbolicdiscourse (West & Turner, n.d). The sudden emergence of Covid-19 pandemic has dramatically changed the relational presence and process of learning, teaching and performance evaluation within the four walls of educational institutions. Distance or online learning being a viable alternative to classroom teaching in crises times forbids the inherent attributes and articulations of ideas advocated by symbolic interaction theory. Therefore, it could be argued that lockdown of schools is a total negation to the philosophies and pedagogies of symbolic interaction theory. Students have missed a lot! They have missed their teachers and friends at school. Hence, the dire need to seek measures that would ensure the continuation of academic activities during pandemic.

2.4 **Empirical Studies**

International Association of Universities, IAU, (2020) global survey on the impact of Covid 19 on higher education illustrated a disturbing report that deserves serious attention. The health crisis has caused a paradigm shift in teaching methodologies. A sudden shift from classroom lectures to emergency remote teaching methods. It was shown that, majority of European Universities shutdown academic activities in March, 2020. The closure of borders as a containment measure poses a great challenge to internalisation and mobility of students, particularly international students and staff. The closures of borders, laboratories and shift to remote learning have disrupted research activities and collaborations from international researchers.

The study carried out by (Gonzalez, et al, 2020) presented an interesting picture of the impact of Covid-19 on education. The study observed that the disruption caused by the corona virus pandemic made governments to introduce measures to limit social contract. In this regard, face-to-face teaching pedagogies were suspended. It was also revealed that students had better performance during Covid-19 confinement because more attention was given to studies and assessment tests.

Vilela (2020) study contended that researches in diverse categories were propelled by Covid-19 pandemic. Research in higher education, laboratory diagnostic test, and epidemiology are at the front burner in public discourse. The study posed the need to marshall new online learning resources for teaching, increased domestic responsibilities accompanying the closures of school and child care facilities.

Rameez, et al (2020) conducted a study on the impact of Covid-19 on higher education in Sri Lanka and found a desperate demand for online education due to the pandemic. The study revealed that the closure of universities in Sri Lanka necessitated the adoption of e-learning platform as alternative answer to continuing higher education programmes during crisis. The paper recommended hybrid education system towards addressing the challenges of online teaching and learning processes.

3.**0 Methods and Materials.**

The population of the study is made up of 200 participants drawn from educational institutions and households through census sampling technique. This is because the closure of educational institutions affected both academic communities and households in Nigeria.Data were generated from primary and secondary sources. Questionnaires were administered tothe200 respondents,

filled and returned (i.e. 100% rate of return).The questions were designed according to 4-point Likert scale ranging from strongly agreed (SA) to strongly disagreed (SDA). Descriptive Statistics (measures of central tendency of mean and standard deviation) and inferential analysis (analysis of variance,ANOVA) were employed to ascertain similarities or differences in participants' responses. The adopted acceptance criterion was a mean of 2.50 at (0.05) level of significance while secondary data generated from Covid-19 patients' reports were analysed using percentages to critique the fluctuations and impact on education. The monthly reports on Covid-19 patients according to WHO and NCDC from March to July, 2020 represent the secondary data. To articulate responses from different strata of the population on the actions of Covid-19 on the education sector in Nigeria, participants were equally drawn from five componentsmajorly from the academic community as shown in table one. The categories of participants were parents (households), teachers and non academic staff (educational institutions) drawn from Delta State University, Abraka, Federal College of Education, Asaba, Delta State Polytechnic, Ozoro, Women Affairs Primary School, Asaba, and Nana Secondary school, Warri and selected households in Asaba/Benin/Warri.Demography of participants showed that male respondents were 150(75%) while females were 50(25%) within the age bracket of 20-60years. The qualifications of participants range from NCE to Ph. D certifications (appendix A) because we assumed that they should understand the impact of Covid-19 on education in Nigeria.

Table 1: Distribution of Respondents across Institutions/Households

Components	No of respondents
Universities	40
Polytechnics	40
Secondary	40
Primary	40
Households	40
Total	200

Source: Researcher's participants' selection result, 2020

4.0Results and Discussions

4. 1 Secondary Data

Table 2: covid-19 patients data

The table below shows the summary ofCovid-19 patients: confirmed cases, discharged and deaths for the month of February to July, 2020.

STATES	CASES	ACTIVE	RECOVERED	DEATHS
LAGOS	14,456	12,177	2,087	192
FCT	3,481	2,387	1,053	41
OYO	2,570	1,398	1,148	24
EDO	2,167	681	1,409	77
RIVERS	1,652	286	1,314	52
KANO	1,520	254	1,213	53
DELTA	1,464	790	634	40

KADUNA	1,365	321	1,032	12
OGUN	1,301	246	1,032	23
ONDO	1,061	591	448	22
PLATEAU	834	369	446	19
EBONYI	759	155	580	24
ENUGU	741	299	425	17
KATSINA	733	261	449	23
KWARA	711	493	202	16
BORNO	611	17	559	35
GOMBE	571	27	521	23
BAUCHI	538	9	516	13
ABIA	536	106	426	4
IMO	465	348	108	9
OSUN	443	219	214	10
BENUE	337	278	53	6
BAYELSA	327	55	251	21
JIGAWA	322	3	308	11
NASSARAWA	307	187	113	8
AKWO IBOM	221	93	121	7
NIGER	168	23	133	12
SOKOTO	153	-	137	16
ADAMAWA	140	46	85	9
ANAMBRA	132	45	75	12
EKITI	113	56	55	2
KEBBI	90	4	79	7
ZAMFARA	77	1	71	5
YOBE	66	4	54	8
TARABA	54	43	11	-
CROSS RIVER	40	28	9	3
KOGI	5	-	3	2
TOTAL	40,532	22,300	17,374	858

Source: NCDC report, as at 26 July, 2020

Discussion:

Covid-19patients figures in the **table Two** showed that confirmed cases in the first 10 listed States exceeds 1000 patients and recovered cases were more than 1000 persons. Lagos and FCT (Abuja) recorded more Covid-19 patientsdue to their population and international airports that connect Nigeria to the world. As at 26 July, 2020 total confirmed cases were 40,532, active case 22,300, recovered cases, 17,374 and death was 858 persons. However, no patient has been lost in Taraba State, there are minimal casualties (deaths) in Kogi (2), Ekiti (2), Cross River (3) and Abia (4).

Total confirmed cases in Nigeria are 40.532(0.25%) out of 15,986,266 Covid-19 patients in the world. Nigeria recorded 858 (0.133%) amidst 644,839 death tolls of the world. The figures above showed that 2.12%of the confirmed cases were dead, 42.86% had recovered and the remaining 55.02% is battling with the corona virus disease. We hope they recover! This infinitesimal number of deaths in Nigeria compared to high fatalities recorded in developed countries may be attributed to prompt responses of governmentand the people towards containing the virus through lockdown, social distancing, wearing of facemasks, washing of hands and othersor/ the act of God. Though, spiritual beliefs (act of God) are beyond empiricism and cannot be proven in the academic world. Fortunately, daily reports from NCDC are showing decline in infections and quick recovery of patients.This implies that the protocols for Covid-19 pandemic should be enforced by all and sundry.

4. 2 Results of Descriptive Statistics on Primary Data

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Table3.lockdown is a good measure.

This table represents participants' responses on the imposition of lockdown.

Respondents	Total	Mean	S/D	Decision
Universities	40	3.25	1.30	A
Polytechnics	40	3.75	0.305	A
Secondary	40	4.15	0.502	A
Primary	40	4.00	0.502	A
Households	40	0.00	0.00	A
Aggregate mean/S.D	200	3.05	0.52	A

Source: Researcher's Computations for Means & Standard deviation (SD)

Discussion:

Table three showed that respondents approved the instrument of lockdown as a measure to mitigate or control the spread of Covid-19. Aggregate mean (3.85) was above the acceptance criterion mean (2.50). It is evident that swift reaction of governments (Federal&State) to the imposition of lockdown and enforcement of Covid-19 guidelines contained its spread in the country.

Table 4. lockdown should continue

The table represents participants' responses on the need to extend lockdown on schools till vaccines are secured.

Respondents	Total	Mean	S/D	Decision
Universities	40	2.25	0.433	N/A
Polytechnics	40	1.75	1.299	N/A
Secondary	40	1.75	1.299	N/A
Primary	40	2.5	1.50	A
Households	40	3	1.00	A
Aggregate mean/S.D	200	2.25	1.11	N/A

Source: Researcher's Computations for Means & Standard deviation (SD)

Discussion:

Result of **table four** revealed that participants objected to the continuation of lockdown because of its harmful implications on the economy. Aggregate mean (2.25) was lower than the acceptance criterion of mean (2.50). It is a notable fact that education is life and paramount to human capital development and nation's building. In this respect, lockdown should be discontinued since the virus could be contained by adhering to safety guidelines and establishing other necessary measures.

Table 5.re-opening of schools.

The data below illustrated the response pattern of participants to re-opening of schools in Nigeria.

Respondents	Total	Mean	S/D	Decision
Universities	40	3.00	1.00	A
Polytechnics	40	2.75	0.968	A
Secondary	40	2.77	0.866	A
Primary	40	2.00	0.00	N/A

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Households	40	2.00	0.00	N/A
Aggregate mean/S.D	200	2.51	0.56	A

Source: Researcher's Computations for Means & Standard deviation (SD)

Discussion:

Result of **table five** indicated that respondents agreed to re-open of schools. Aggregate means (2.51) wasslightly higher than the acceptance criterion mean (2.50).This is because participants were afraid of the safety of their children and wards. However, NCDC and WHO data showed that Covid-19 could be controlled. It is advisable to reopen schools after putting necessary health and educational facilities in place. Respondents reluctantly agreed to re-opening of schools due to the teething challenges affecting education in the country.

Table 6. adherence to guidelines in schools:

These data represent participants' responses to the possibility of keeping the safety guidelines in schools.

Respondents	**Total**	**Mean**	**S/D**	**Decision**
Universities	40	4.00	0.	A
Polytechnics	40	3.88	0.330	A
Secondary	40	2.50	1.50	A
Primary	40	2.25	0.433	N/A
Households	40	2.25	0.433	N/A
Aggregate mean/S.D	200	2.98	0.24	A

Source: Researcher's Computations for Means & Standard deviation (SD)

Discussion:

Results of **table six** revealed that, strict adherence to covid-19 guidelines in schools is possible. Aggregate mean (2.98) is higher than acceptance criterion mean (2.50). It is right to state that educational institutions are distinct communities made up of enlightened/ civilized group of persons who hold information in high esteem.

Table 7. measures to containing the spatial extent of covid-19.

The table below demonstrates the response pattern of participants on possible measures of controlling the spread of the virus in schools' environment.

Respondents	**Mean**	**S/D**	**Decision**
Rotational lectures	3.60	1.788	A
Daily check of students /staff status	3.50	1.936	A
School feeding measures	2.50	1.118	A
All students should have sanitizers and facemask	3.50	1.935	A
Special task force in all schools	3.50	1.93	A
Build more schools.	4.00	0.00	A
Aggregate mean/ SD	3.92	1.36	A

Source: Researcher's Computations for Means & Standard deviation (SD)

Discussion:

Results of **table seven** indicates that respondents agreed to the proposed measures towardsthe containment of Covid-19disease such as rotational lectures, daily check of staff and students' health status, school feeding scheme, schools should be equipped with sanitizers and facemasks,

fumigation, buildingof more schools and constituting special Covid-19 task force in schools. Aggregate mean (3.92) is higher than acceptance criterion mean (2.50).

The cure or vaccine for Covid-19 is undergoing clinical verification according to WHOreport. While the world is expecting the 21st century breakthrough in medicine, definite mitigation measures must be taken to arrest the spread of this deadly virus. To enhance safety in schools, the Federal Ministry of Health, NCDC and NEEWG (2020) formulated guidelines such as assessment of health care system, stay at home and learn, training teachers on ICT teaching techniques amongst others. Rameez et al (2020) also recommended e-learning platform to facilitate educational activities during the pandemic. The study establish that building of more schools and employment of more teachers will further complement the above mentioned measures towards addressing these multiple challenges rocking the education sector..

4. 2 Results of Regression Analysis on Primary Data.

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Table 8 correlation analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.800	.795		11.068	.000
	Lockdown	1.743	.192	.409	9.061	.000
	Lcontinue	1.259	.156	.468	8.054	.000
	REOPENSCH	-.765	.258	-.175	-2.967	.003
	Adherence	.958	.166	.331	5.755	.000

a. Dependent Variable: EDUSYSTEM

Table 9 analysis of variance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1244.743	4	311.186	83.900	.000[b]
	Residual	723.257	195	3.709		
	Total	1968.000	199			

a. Dependent Variable: EDUSYSTEM

b. Predictors: (Constant), Adherence, Lockdown, Lcontinue, REOPENSCH

Table 10 model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795[a]	.632	.625	1.92588

a. Predictors: (Constant), Adherence, Lockdown, Lcontinue, **REOPENSCH**

Source: Primary data analysis, 2020

Discussion

The study is focused on measures for reopening of educational institutions during Covid'19 pandemic in Nigeria. The results of the correlation analysis involving measures of reopening of schools and containing the spread of Covid'19 showed a positive correlation coefficient values among the variables. This demonstrates that the variables are appropriate measures for reopening of schools and containing the spatial extent of Covid'19 in academic environment.

The results from the multiple regressions analysis recorded the measures for reopening educational institutions during Covid'19 pandemic in Nigeria. The four constructs on measures for reopening of educational institutions; lockdown (beta=.409, p<0.01), Discontinue lockdown (beta=.468, p <0.01), reopen schools (beta =.-175 , p>0.01) and adherence to Covid'19 protocols (beta =.331,p < 0.01)

exhibited statistically significant and positive effects on the reopening of educational institutions during Covid'19 pandemic in Nigeria. The results provided support for the four hypotheses that there is statistically significant and positive relationship between Covid'19 pandemic and closure/ reopening of educational institutions.

Hypothesis one showed that there is statistically significant and positive effect of Covid'19 pandemic lockdown on educational institutions in Nigeria. This result is supported by

IAU (2020) confirming that, schools were shutdown in 185 countries as a mechanism towards halting the spread of the corona virus. NCDC reports revealed that Covid-19 patients and death tolls were minimal and decliningdue to lockdown measure and adherence to other Covid-19 protocols.Gonzalez, et al (2020) affirmed that governments in several countries introduced lockdown to reduce social contract between persons. Lockdown of economic activities and closure of schools were propelled by Covid-19 pandemic (Vilela, 2020).It thus implies that lockdown limited social interactions and relationships among people.

Result on Hypothesis two demonstrated that there is statistically significant and positive effect of Covid'19 cure (vaccine)on resumption of academic activities during pandemic in Nigeria. This position is in line with the study of. Soludo (2020) strongly supported plans to ease lockdown in Africa. He saw unending lockdown as harmful to the continent's economy. More so, Nigerian government cannot afford to provide palliatives for her citizens as conveniently done in developed countries. It is therefore advisable to ease the lockdown and strengthen the observance of the recommended guidelines for Covid-19 by WHO and NCDC.

Similarly, hypothesis three recorded that there is statistically significant and negative effect of persistence of Covid'19 on reopening of schools in Nigeria. Omale (2019), Mahmoud (2013) and Odia (2007) mentioned several problems militating against the education sector in Nigeria.Rameez et al (2020) suggested hybrid education system as a measure to solving educational problems. Government should therefore expedite actions towards revamping the education sector by solving the identified issues or/ challenges as well as implementing the recommendations of this study.

Results on hypothesis four also proved that there is statistically significant and positive effect of Covid'19 protocols on reopening of educational institutions in Nigeria. This submission is supported by FMH, NCDC and NEEWG (2020) which outlined some measures that should be effected by government before re-opening schools. Information is very mobile in academic environment. Therefore, information about corona virus and its mitigation measures are available to occupantsof educational institutions. Also, the maturity of students in tertiary education isan added advantageto keeping the protocols of Covid-19. However, students in primary and secondary schools are sceptical and parents/guardians are also worried over the tenderness of their children. This is a call for a special Covid-19 task force in schools.The implementation of these measures will allay the fears of parents/guardians and enhance the safety of students and staff in the academic environment.

5.0 Conclusion and Recommendations.

The study explored measures for reopening of educational institutions during Covid'19 pandemic in Nigeria. The study concludes that the spread of Covid-19 can be contained through strict adherence to WHO, NCDC and Ministry of Health safety measures.It also asserts that prolonged imposition of lockdown due to Coronavirus outbreak will continue to work hardship on the people and economy. The effects of Covid-19 crisis has crumbled academic programmes , trades, transports and investments across nations and particularly in Nigeria.In this dilemma, worker's salaries have been slashed by 25% by State governments thereby worsening the economic hardships in the country.

Private businesses are closing down while some are sacking their workers. The education sector was costly affected and halted. It was total suspensions of academic activities in the country. Workers in private institutions are not paid during Covid-19 pandemic because they are floated by tuition fees. Also, the Integrated Payroll and Personnel Information System(IPPIS), a salary payment unit under the Federal Ministry of Finance has deliberately balkanized the salaries of Federal Universities' staff against its autonomous law during this pandemic. This has resulted to another avoidable industrial action by ASUU and SSANU in Nigeria. Notably, strikes are recurring decimals in Nigeria because it is the only language the Federal government understands. Students have been out of school for the past six months and government cannot continue to lockdown economic activities for too long a time.

Based on the foregoing, the paper recommends as follows,

1. Governments and policy makers are advised to relax the imposed lockdown, reopen schools and strengthen the enforcement of other Covid-19 protocols. This will help to reduce the hardships in the country.
2. Governments should build more schools (or classrooms) to reduce over-crowded classrooms and schools. This will activate social distancing among students in classrooms. Schools shouldalso be equipped with modern ICT teaching and research facilities.
3. More teachers should be recruited to attain international standard of teachers and student'sratio. Rotational lectures for students can only be sustained by employing more competent hands. This measure will also reduce rate of unemployment, improve standard living, enhance teacher's productivity and increase gross domestic products (GDP) of the country.
4. Government should implement student's feeding scheme in secondary and primary education levels.The consumption of quality food will promote good healthandhigh immune system in the bodythereby reducing the rate of death of Covid-19 victims.
5. Constitution of special Covid-19 task force in schools is germane towards the fight against the spread of corona virus. Special clinics manned by health personnel who will run routine checks on students and staff's health status should be establishedin academic environment. Sanitizing machine or medium should be strategically mounted in schools' premises.

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Appendix

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FREQUENCIES VARIABLES=Lockdown Lcontinue REOPENSCH Adherence
  /STATISTICS=STDDEV MEAN
  /ORDER=ANALYSIS.
```

Statistics

		Lockdown	Lcontinue	REOPENSCH	Adherence
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		3.7800	2.4750	2.2900	2.9750

Std. Deviation	.73778	1.16885	.72006	1.08641

Lockdown

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5.0	5.0	5.0
	Disagree	7	3.5	3.5	8.5
	Strongly Agree	183	91.5	91.5	100.0
	Total	200	100.0	100.0	

Lcontinue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	25.5	25.5	25.5
	Disagree	63	31.5	31.5	57.0
	Agree	26	13.0	13.0	70.0
	strongly Agree	60	30.0	30.0	100.0
	Total	200	100.0	100.0	

REOPENSCH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	10	5.0	5.0	5.0
	disagree	143	71.5	71.5	76.5
	Agree	26	13.0	13.0	89.5
	Strongly Agree	21	10.5	10.5	100.0
	Total	200	100.0	100.0	

Adherence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	20	10.0	10.0	10.0
	disagree	60	30.0	30.0	40.0
	Agree	25	12.5	12.5	52.5
	Strongly Agree	95	47.5	47.5	100.0
	Total	200	100.0	100.0	

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Adherence, Lockdown, Lcontinue, REOPENSCH[b]	.	Enter

a. Dependent Variable: EDUSYSTEM
b. All requested variables entered.