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A Strategic Assessment of Teachers' Perception of the Impact of Covid-19 Pandemic on the  
Nigerian Educational System

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**ABSTRACT**

*The study sought to assess teachers' perception of the impact of COVID-19 pandemic on the Nigerian educational sector. The study adopted Expost-facto design. The research area for this study was Nigeria. The population of this study comprised Nigerian school teachers. A stratified random sampling technique was used in selecting a total of 40 respondents as the sample size. The main instrument used in this study was an interview schedule titled "TEACHERS' PERCEPTION OF COVID-19 PANDEMIC IMPACT ON THE NIGERIAN EDUCATIONAL SYSTEM QUESTIONNAIRE" (TPCPINESQ). Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and simple regression. The test for significance was done at 0.05 alpha levels. The study concluded that there is significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning, control, and supervision. One of the recommendations was that the government, alongside school administrators must ensure to train teachers on how to instruct and engage all students through online learning tools such as online virtual lessons, and so on. Also, the school management should assess the capabilities of infrastructure, students, and especially teachers, in order to know the right technology to adopt, either high-technology or low-technology solutions.*

**KEY WORDS: Teachers' Perception, COVID-19 Pandemic, Planning, Control, Supervision, Nigerian Educational Sector**

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**Introduction**

The untimely closure of schools was a positive response by government to protect school going children from possible risks of COVID-19 because school environments are places where hundreds of students meet, and this makes them dangerous places where disease can rapidly spread. Efforts to stem the spread of COVID-19 through non-pharmaceutical interventions and

preventive measures such as social-distancing and self-isolation have prompted the widespread closure of primary, secondary and tertiary schooling in over 100 countries.

The issue of development in any society is impossible without putting education of the people in proper perspective. When the people are educated, reasons behind development policies may become clearer and better. Communication is the bedrock of the education sector. It is basically what makes the existence of man meaningful and purposeful. Communication is a purposeful venture which could cause transformation. Introduction of technology to the education sector not only fosters development, but can also make the learning process fascinating, active, and knowledge based.

The COVID-19 virus should be kept away from the pediatric population because it is difficult to stop a sick child to play with friends and siblings and to hug his/her mother. Efforts to reduce the spread of the COVID-19 virus among the younger and adult populations has prompted the widespread closure of schools, colleges, universities, and other educational institutions in many countries. As of March, 150 countries have closed schools and educational institutions nationwide, impacting over 80% of the world's student population. Several countries have implemented localized school closures and those closures are expected to be nationwide (UNESCO, 2020).

### **Statement of the Problem**

Across the globe, the spread of COVID-19 has led to profound changes in social interaction and organization, and the education sector has not been immune. The pandemic has quickly led to the closure of schools around the world, in hopes that public health officials' advice of social distancing could help reduce total fatalities from the disease. The school administration is faced with the task of ensuring the continuous functioning of their schools amidst the COVID-19 pandemic. The study therefore sought to assess teachers' perception of the impact of COVID-19 pandemic on the Nigerian educational sector.

### **Objective of the Study**

1. To find out the teacher perception of the impact of COVID-19 pandemic on Nigerian educational system as regards educational planning.
2. To find out the teacher perception of the impact of COVID-19 pandemic on Nigerian educational system as regards educational control.
3. To find out the teacher perception of the impact of COVID-19 pandemic on Nigerian educational system as regards educational supervision.

### **Research Question**

1. What is the teachers' perceived impact of COVID-19 pandemic on Nigerian educational system as regards educational planning?
2. What is the teachers' perceived impact of COVID-19 pandemic on Nigerian educational system as regards educational control?

3. What is the teachers' perceived impact of COVID-19 pandemic on Nigerian educational system as regards educational supervision?

### **Hypotheses**

- Ho<sub>1</sub>: There is no significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning.
- Ho<sub>2</sub>: There is no significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational control.
- Ho<sub>3</sub>: There is no significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision.

### **Concept of Coronaviruses**

Coronaviruses are a family of viruses known to cause respiratory infections with such symptoms as pneumonia, fever, breathing difficulty, and lung infection (WMH, 2020). Coronaviruses comprise a vast family of viruses, 7 of which are known to cause disease in humans (SARS-CoV-2, 229E (HCoV-229E), OC43 (HCoV-OC43), NL63 (HCoV-NL63), HKU1 (HCoV-HKU1), SARS-CoV, and MERS-CoV).

Chen, Zhou, Dong, Qu, Gong, Han (2020), studied the stability of coronavirus in different environmental conditions, using viral culture as a measure of infectivity (rather than PCR), indicating detection of replication-capable virus. They found that the virus was very susceptible to high heat (70°C). At room temperature and moderate (65%) humidity, no infectious virus could be recovered from printing and tissue papers after a 3-hour incubation period or from wood and cloth by day two. On treated smooth surfaces, infectious virus became undetectable from glass by day 4 and from stainless steel and plastic by day 7. "Strikingly, a detectable level of infectious virus could still be present on the outer layer of a surgical mask on day 7 (~0.1% of the original inoculum)."

According to Anand, Ziebuhr, Wadhwani, Mesters, & Hilgenfeld (2003), prevention is so far the best practice in order to reduce the impact of coronavirus, considering the lack of effective treatment. In order to achieve this goal, the main measures are the following: (1) to use face masks; (2) to cover coughs and sneezes with tissues; (3) to wash hands regularly with soap or disinfection with hand sanitizer containing at least 60% alcohol; (4) to avoid contact with infected people; (5) to maintain an appropriate distance from people; and (6) to refrain from touching eyes, nose, and mouth with unwashed hands.

### **Concept of COVID-19 Pandemic**

COVID-19 was first identified in December 2019 at Wuhan in China, Hubei Province, China among people linked to a local seafood market "wet market" and has spread to about 196 countries and territories in every continent except Antarctica (Li, 2020). The information on the spread of the new virus was made public by (WHO 2020). The scale and severity of the COVID-19 pandemic had risen to the level of a public health threat that had caused significant cost to the global economy (UNTAD put the cost of the outbreak at about US\$2 trillion), restrictions on

certain rights, such as the imposition of quarantine or isolation and limiting freedom of movement.

Transmission of the virus is believed to occur via respiratory droplets from coughing and sneezing, as with other respiratory pathogens, including influenza and rhinovirus. Virus released in respiratory secretions can infect other individuals via direct contact with mucous membranes. Droplets usually cannot travel more than 6 feet (Fehr, 2017). The virus can also persist on surfaces to varying durations and degrees of infectivity. Contacts with other individuals in the population are made within the household, at school, in the workplace and in the wider community. Citing concerns with “the alarming levels of spread and severity, the WHO called for governments to take urgent and aggressive action to stop the spread of the virus.

### **Concept of Educational Sector**

The education system is based on the National Policy on Education (NPE) document of 1977 (last revised in 1990). The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls’ education. Education is organized into 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary education and 4 years of university/polytechnic/ college education. The Federal Ministry of Education has the responsibility for the coherence of national policy and procedures and for ensuring that the states’ policies operate within the parameters of national policy as adapted for local needs. (F.G.N. 2014).

Co-ordination of policy at the political level takes place through the National Council of Education. This is the highest policy making body, chaired by the Federal Minister of Education and includes all the State Commissioners of Education (Ejele, 2003). This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education. The Director of the Federal Ministry of Education chairs the Committee. According to Emenanjo, (2005), the responsibility for educational institutions is shared between Federal, State, local government, communities and private organizations. The Ministry of Education has the major responsibility for education but other Ministries also play an important role. The Ministry of Information has the responsibility for publicity and awareness of some of the educational policies and programs offered. The administration of the education system is shared mainly amongst the Federal and State Ministries of Education as well as statutory bodies referred to as Commissions.

### **Components of Educational Management**

Education of a human being is, perhaps, the most cherished goal of any human civilization that ever existed or is yet to come in this world.

According to Pandya (2011), the eight components of educational management are: *Educational Planning*: Being the first aspect in the scope of educational management, planning implies a basic function- that is how the aims and objectives are to be realized. It is a basic management task and a means of achieving higher levels of effectiveness. *Educational Administration*: It is a specialized set of organizational functions whose primary purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative

policies through planning, decision making and leadership behavior. *Educational Organization:* All types of resources meant for the educational program are organized or made available in an organization or institution for realizing the educational objectives or goals, because poor organization leads to wastage and bad outcomes. *Educational Direction:* It is essential that there must be an authority, an order or a policy for providing direction to the management of every educational program and for taking decisions in solving the problems.

*Educational Co-Ordination:* Through this coordination, all facilities will be unified and all services harmonized. Different kinds of resources especially human resources have to be interrelated or coordinated for utilizing the resources properly in an effective manner. *Educational Supervision:* Educational supervision is the means to coordinate, stimulate and direct the growth of the teachers, of every student through the exercise of his talents towards the achievement of richest goals. *Educational Control:* Educational controlling involves the human elements in relation to the management of an educational program. Both men and women involved in the educational program should discharge their duties efficiently and effectively by being controlled.

*Educational Evaluation:* Being the last but not the least aspect of educational management, educational evaluation is an integral part of it as it determines the degree of realization of educational objectives or goals as well as the effectiveness of it.

At last, in the light of above discussion on the scope of educational management, it can be strongly said that the management of any educational program will be meaningful and successful if there is proper co-ordination and integration among its different aspects. The reason is that all these aspects are interrelated and interdependent.

### **Academic Impact of COVID-19**

Here are the challenges schools across the world are facing due to the COVID-19 outbreak. Sahu (2020):

*Shifting from Face-to-Face to Online Classes:* Worldwide, many teachers and students have been excited by the move to the online delivery mode. Nevertheless, there is always a chance that some schools who are not techno-savvy will not be able to cope up with this mode. The transition to online mode has raised questions for the schools about their capability to deal with the existing technology. Furthermore, computers and IT equipment at home are now in heavy demand from parents, children, and other relatives who have to work from home. Thus, working at home is going to be a difficult task for the school management. Also, many schools do not have enough infrastructure or resources to facilitate online teaching with immediate effect. What about those students who do not have access to laptops and internet facilities at home? Is it possible to teach practical and labs, music and art courses online? What will happen to those students whose courses cannot be taught online? The quality of online education is a critical issue that needs proper attention.

*Assessment and Evaluation:* Several schools have already suspended the term-end final examinations, whereas continuous assessment will go on along with the online classes. The transition from face-to-face teaching to online delivery has a serious impact on assessments and evaluation. Although technology has been used earlier to support teaching and learning, the

assessment aspect is often under-developed. Applying assessments online on those courses designed for face-to-face learning is a challenging task. Students, as well as management, are uncertain about the procedure for administrating outstanding assignments, projects, and other continuous. It is difficult to monitor how they are taking it online and to ensure that students are not cheating during online tests. In addition, students who do not have an Internet facility will suffer a clear disadvantage while participating in the evaluation process, which would adversely affect their grade point averages (GPAs) (Oreopoulos, Page, & Stevens 2006).

*International Students:* There are many international students studying in schools for whom travel to their home is not possible in this critical situation. While universities are closing campuses, it is important to consider that many students do not have any other accommodation facilities outside those campuses. It has become a great challenge for administrators to ensure food, accommodation, and safety service for those non-national students. Students also need proper advice to protect themselves from any person-to-person contact and live in self-isolation until the situation becomes normal. Extension of stay due to the delay of examinations may cause a monetary problem. Those who manage to go home are concerned that their studies will be interrupted. At home, many students may not have the correct setup such as books, computers, and high-speed Internet connection. Again, the disruption due to COVID-19 may affect the admissions of international students for the coming academic session.

*Mental Health:* The COVID-19 outbreak has disrupted the lives of many people across the world. The worldwide rapid increase of infected cases has created a sense of uncertainty and anxiety about what is going to happen. It has also caused a tremendous level of stress among the school fraternity, inclusive of students. This stress may lead to unfavorable effects on the learning and psychological health of students. International students staying far from home are not only worried about their health, safety, and education but they also have a huge number of concerns for the wellbeing of their families.

*Career Effect:* The COVID-19 pandemic may have a serious impact on the careers of this years' university graduates. They are experiencing major interruptions in teaching and assessment in the final part of their studies. They may likely graduate late due to the postponement of the final examination. Further, the graduates are going to face the severe challenges of the global recession caused by the COVID-19 crisis.

### **Teachers' Perception of the Impact of COVID-19 Pandemic**

It is noteworthy mentioning that the mandatory nature of public protective measures, including the closure of schools, has not only affected the students, but also adversely affected the teachers nationwide.

Kekić & Miladinović, (2016) in their study on “functioning of educational system during an outbreak of acute infectious diseases” reports that schools losing long periods of learning due to disease outbreak can result to both temporal and permanent damage on educational system. According to Kekić & Miladinović, teachers opined that temporal damage include disruption of curriculum which could take a long time to be recovered while the permanent damage include the fact that some learners may never return to school even when the disease outbreak is ended. While COVID19 is primarily affecting public health, spillover effects can already be observed in education, stemming largely from extended school closures. The most immediate impact has

obviously been that the temporary cessation of classroom activity which has left students, particularly undergraduates and those on the verge of finishing secondary school and aspiring to begin tertiary education, in a completely new situation and without a clear idea of how long the impact will last, the immediate effect it will have on their daily life, costs and other financial burdens and, naturally, on the continuation of their studies.

Ferreira (2017) in his study on “at a crossroads: higher education” ascertained that the most evident impact of a pandemic on teachers, is the expectation, if not the demand, of the continuity of teaching activity using a virtual modality, not minding the ability of each teacher, which largely depends on their experience in that regard. Non-teaching staff constitute the most vulnerable sector in terms of the possible reduction in the number of jobs that private universities, for example, the personnel linked to technical and computer support belong to the critical category, different to the personnel who work in canteens, dining rooms or cleaning services.

Arabasz (2003) is of the opinion that education leaders, administrators, evaluators, including classroom teachers could develop innovative ways of deploying their resources, exploiting e-learning alongside with other teaching methods to improve quality and economies of scale. These can only be carried out through training programs, coordinated solely for the teachers, regarding the effective and efficient use of online platforms.

Noted in Du Plessis, (2014), apart from its direct impact on schooling, the pandemic impacts include the possible use of school facilities as make-shift hospitals, as in some low-infrastructure rural areas the school may be the only public building available. That may cause lengthier disruption of education services making the building unavailable for education purposes. This has led to a massive rate of unemployment for teachers’ whole roles involves physical contacts with students.

The effects on academic calendars are already being felt worldwide: The International Baccalaureate (IB) exams have been canceled for the first time in history due to the pandemic; the West African Examination Council (WAEC) and the Joint Administration and Matriculation Board (JAMB) have also been cancelled due to the pandemic (Leigha 2010).

### **Strategies to Curb COVID-19 Pandemic for a Hitch-free Academic Programme**

Due to the rapid increase of COVID-19 cases worldwide, schools have cancelled or postponed all events, sports, workshops, conferences, and other activities for an indefinite period of time. Schools should avoid or reschedule meetings involving large numbers of staff or students unless it is urgent. Instead of physical meetings, they should try to conduct Zoom meetings. It is the right time for students, and administrators to learn from this critical situation and to overcome these challenges. Online learning could be a greater opportunity as a result of this crisis. Students are young and energetic, and they are capable of learning through the online platform. School authorities should encourage students and faculty to stay connected through the online or any social media platform and move forward together during this extremely difficult time. Students should be provided with course instruction and other services in an online format to support academic continuity.

According to Gredgett (2020), as the central coordination unit for educational system in Nigeria, the school administration has opted to the wide scope of services provided through the adoption of strategic facilities to enhance educational activities. Although students with access to digital devices and internet may not be the majority in most countries, supporting governments in establishing effective forms of online education will free up institutional capacities and resources in order to redirect their focus on delivering alternative learning methods for those students who do not have similar opportunities. This annotated selection of online educational resources intended for students, teachers and parents, aims to support governments and other education leaders as they research and assess different ways to continue educating students during the COVID-19 Pandemic. It can be used by those designing or improving upon a plan for education continuity (Viner, Russell, Croker, Packer, Ward, Stansfield, Mytton, Bonell, & Booy, 2020).

Other strategies such as Blended Learning can be useful in minimizing the impact of COVID-19 on Education. Blended learning would enable learners have access to online learning materials as well as being able to interact with each other and teachers or instructor. This can be a useful system for curriculum support and recovery during and after COVID-19 era. However, rural schools are disadvantaged in terms of access to technology-based learning due to economic conditions of rural areas where the schools are located (Ngogi 2020).

In a study conducted by Basilaia and Kvavadze (2020) on Transition to Online Education in Schools during COVID-19 Pandemic in Georgia, they discovered that online education, help in the development and acquisition of knowledge from the different remote locations. Different countries worldwide have introduced various solutions during the pandemic to continue the education process. According to UNESCO (2020) on National Learning Platforms and tools, online libraries, TV broadcasts, guidelines, resources, video lectures, online channels are introduced in at least 96 countries. To increase the coverage of the school lessons to the population, the live transmission of lessons is broadcasted through the TV channel in different subjects nationwide, during the COVID-19 pandemic.

As we witness the outbreak unfolding globally, the safety and well-being of students and staff members should be the highest priority. Universities should place an emphasis on mental health support by updating the health guidelines and providing online guidance and lectures to offer strategies for managing stress when coping with the pandemic. Any student experiencing feelings of heightened anxiety about COVID-19 should be provided with proper psychological support well in time.

## **Methodology**

The study adopted Expost-facto design. The research area for this study was Nigeria. The population of this study comprised Nigerian school teachers. A stratified random sampling technique was used in selecting a total of 40 respondents as the sample size. The main instrument used in this study was an interview schedule titled “TEACHERS’ PERCEPTION OF COVID-19 PANDEMIC IMPACT ON THE NIGERIAN EDUCATIONAL SYSTEM QUESTIONNAIRE” (TPCPINESQ). Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.84 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate



statistical techniques such as descriptive statistics and simple regression. The test for significance was done at 0.05 alpha levels.

## Result and Discussion

### Hypothesis One

The null hypothesis states that there is no significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning. In order to test the hypothesis regression analysis was performed on the data, (see table 1).

**TABLE 1: Simple Regression Analysis of teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning**

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.82a	0.67	0.66	1.22	0.67

**\*Significant at 0.05 level; df= 38; N= 40; critical R-value = 0.334**

The above table 1 shows that the calculated R-value 82 was greater than the critical R-value of 0.334 at 0.5 alpha level with 38 degree of freedom. The R-Square value of 0.82 predicts 82% of the teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning. This rate of percentage is highly positive and therefore means that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 2).

**TABLE 2: Analysis of variance of teachers’ perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	113.21	1	113.21	75.78	.000b
Residual	56.77	38	1.49		
Total	169.98	39			

a. Dependent Variable: Planning

b. Predictors: (Constant), COVID-19 pandemics

The above table 2 presents the calculated F-value as (75.78) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning.

### Hypothesis Two

The null hypothesis states that there is no significant teachers’ perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational control. In order to test the hypothesis regression analysis was performed on the data, (see table 3).

**TABLE 3: Simple Regression Analysis of teachers’ perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational control**

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.75a	0.56	0.55	1.28	0.56

\*Significant at 0.05 level; df= 38; N= 40; critical R-value = 0.334

The above table 3 shows that the calculated R-value 0.75 was greater than the critical R-value of 0.334 at 0.5 alpha level with 38 degree of freedom. The R-Square value of 0.56 predicts 56% of the teachers’ perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational control. This rate of percentage is moderately strong and therefore means that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational control.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 4).

**TABLE 4: Analysis of variance of teachers’ perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational control**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	78.09	1	78.09	47.96	.000b
Residual	61.88	38	1.63		
Total	139.98	39			

a. Dependent Variable: Control

b. Predictors: (Constant), COVID-19 pandemic

The above table 4 presents the calculated F-value as (47.96) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that teachers

significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational control.

### Hypothesis Three

The null hypothesis states that there is no significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision. In order to test the hypothesis regression analysis was performed on the data, (see table 5).

**TABLE 5: Simple Regression Analysis of teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision**

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.97a	0.94	0.94	0.53	0.94

**\*Significant at 0.05 level; df= 38; N= 40; critical R-value = 0.334**

The above table 8 shows that the calculated R-value 0.97 was greater than the critical R-value of 0.334 at 0.5 alpha level with 38 degree of freedom. The R-Square value of 0.94 predicts 94% of the teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision. This rate of percentage is highly positive and therefore means that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision.

It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 6).

**TABLE 6: Analysis of variance of teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	179.39	1	179.39	643.94	.000b
Residual	10.59	38	0.28		
Total	189.98	39			

a. Dependent Variable: Supervision

b. Predictors: (Constant), COVID-19 pandemic

The above table 6 presents the calculated F-value as (643.94) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision.

### Discussion of the Finding

The results of the data analyses in tables 1 and 2 were significant due to the fact that the calculated R-value 0.82 and F-75.78 were greater than the critical R-value of 0.334 at 0.05 level with 38, 1 & 38 degrees of freedom. The result implies that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning. The result therefore is in agreement with the research findings of Pandya (2011) who affirmed that planning being the first aspect in the scope of educational management, its implies a basic function- that is how the aims and objectives are to be realized. It is a basic management

task and a means of achieving higher levels of effectiveness. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The results of the data analyses in tables 3 and 4 were significant due to the fact that the calculated R-value 0.75 and F-47.96 were greater than the critical R-value of 0.334 at 0.05 level with 38, 1 & 38 degrees of freedom. The result implies that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational control. The result therefore is in agreement with the research findings of Pandya (2011) who asserted that educational controlling involves the human elements in relation to the management of an educational program. Both men and women involved in the educational program should discharge their duties efficiently and effectively by being controlled. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The results of the data analyses in tables 5 and 6 were significant due to the fact that the calculated R-value 0.97 and F-643.94 were greater than the critical R-value of 0.334 at 0.05 level with 38, 1 & 38 degrees of freedom. The result implies that teachers significantly perceive the impact of COVID-19 pandemic on the Nigerian educational system as regards educational supervision. The result therefore is in agreement with the research findings of Pandya (2011) who averred that educational supervision is the means to coordinate, stimulate and direct the growth of the teachers, of every student through the exercise of his talents towards the achievement of richest goals. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

## **Conclusion**

For educators, the COVID-19 Pandemic is a quintessential adaptive and transformative challenge, one for which there is no preconfigured playbook that can guide appropriate responses. Education leaders must swiftly design responses and with specific contexts in mind as the pandemic runs its course. The study concluded that there is significant teachers' perceived impact of COVID-19 pandemic on the Nigerian educational system as regards educational planning, control, and supervision.

## **Recommendations**

1. The government, alongside school administrators must ensure to train teachers on how to instruct and engage all students through online learning tools such as online virtual lessons, and so on.
2. The school management should assess the capabilities of infrastructure, students, and especially teachers, in order to know the right technology to adopt, either high-technology or low-technology solutions.
3. Educational administration is encouraged to emphasize tools that are compatible with smartphones as they might be more widely available, in order to avoid leaving some students behind.
4. School students should endeavor to take active part in online learning, since the teachers cannot see them face to face. Their level of seriousness rests solely on their shoulders.

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