

COVID-19 AND E-LEARNING IN PRIMARY SCHOOL EDUCATION IN NIGERIA: A SURVEY ON THE PERCEPTIONS OF PRIMARY SCHOOL PUPILS IN ONITSHA EDUCATION ZONE, ANAMBARA STATE, NIGERIA

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ABSTRACT

The socio-economic backgrounds of households, epileptic power supply and poor internet connectivity in Nigeria have continued to partition the effectiveness of online learning of the primary school pupils across Nigeria, this is due to the closure of schools across the countries of the world as a result of the up-surge of COVID19 outbreak. Therefore, this study investigates the perceptions of primary school pupils concerning online learning in Onitsha Education Zone. Specifically, the study examines the relationship between households' socio-economic backgrounds and pupils' attitudes to online learning in Onitsha Education Zone during the COVID-19 outbreak and the impact of online learning on pupils' academic performance in Onitsha Education Zone. The study used a qualitative research methodology such as Focus Group Discussions, Key-Informant Interview and Questionnaire to elicit information from the respondents, the study population comprises of primary school pupils in Onitsha Education Zone, a sample size of 100 respondents from 100 households were selected for the survey in addition, the study used a random sampling technique to randomly select the respondents across the study areas, the study also used Chi-Square estimation techniques to analyze the data collected from the field. The results from the survey, shows that online learning is not effective in grooming primary school pupils in the study areas to learn from home during the school closure. The study also found a significant negative relationship between the socio-economic backgrounds of households and pupils attitudes to online learning in the study areas. In addition, the empirical findings from the survey also depict a somewhat inverse correlation between online learning and pupils learning outcomes during the school closure. Based on the analysis from our empirical findings in the study areas, this study therefore recommends that the government of Onitsha Education Zone and all stakeholders around its environs should beam their searchlights on E-learning by developing the educational sector of the state through crafting and fine-tuning meaningful educational policy initiatives that will address the issues surrounding the ineffectiveness of online learning across the state as we prepare for an era where COVID-19 becomes a part of our society.

KEYWORDS: COVID-19, e-learning, households' socio-economic backgrounds, pupils' academic performance, epileptic power supply, poor internet connectivity, high cost of data subscriptions.

1. INTRODUCTION

According to UNESCO (2020) more than 1.5 billion students and pupils in 188 countries including Nigeria were out of school due to COVID-19 in the second quarter of 2020, representing over 91 percent of the world's student population. The crisis has exposed vast disparities in countries' emergency preparedness, internet access for children, and availability of learning materials. For many children, the COVID-19 crisis will mean limited or no education, or falling further behind their peers (Ajala & Olaniyonu, 2020).

However, primary school pupils affected by school closures also miss the sense of stability and normalcy that schools provide. School closures may disproportionately affect children who already experience barriers accessing education, or who are at higher risk of being excluded for a variety of reasons. These include children with disabilities, pupils in remote locations, asylum seekers and refugees, and those whose families have lost income as a result of job cuts or precarious employment or are otherwise in a difficult situation (UNDP, 2020; WHO, 2020 & NCDC, 2020).

Further, many pupils from poor communities depend on schools for meals and key health services and information. Nearly half of the world's schoolchildren, some 310 million, have relied on their school for a daily meal, including 100 million children in India, 48 million in Brazil, and 9 million each in Nigeria and South Africa. UNESCO has recommended that countries "adopt a variety of hi-tech, low-tech and no tech solutions to assure the continuity of learning" (Oransaye & Isha, 2020). According to the National Bureau of Statistics (2020), 90.1% of the population in Nigeria, Africa's most populous country and the largest producer of oil in Africa, is classified as poor in terms of human capital development. That is, on average, four out of 10 Nigerians has per human capital expenditure below \$1. In addition, UNICEF (2020) report also states that 10.5 million of the country's children aged 5-14 years are not in school. Only 20% of 6 to 11-year-olds regularly attend primary school.

The implications of the above downward trajectory trends is that primary school pupils in rural and underserved communities in Nigeria are being left behind as they are not equipped to adapt or transition to new methods of learning. Therefore, households that earn below \$1 per day and faced harsh economic realities due to the perpetual lockdown in the country, the purchase of handsets, radios or TV set might be a trade-off that they cannot afford. However, one major issue that may stem from this inequality is that these pupils who currently cannot keep up with their peers because of inaccessibility to digital tools may never catch up and will continue to feel the effect of this gap long after the pandemic is over.

Although much focus has been directed to online learning platforms, many public primary schools especially in the rural areas are not set up to use them or don't have the technology and equipment to run online teaching. Nearly half of developing countries have no access to the internet. In Nigeria, for example, one in five school-aged children don't have access to a computer or high-speed internet at home (FME, 2020; UBE, 2020; SUBEB, 2019 & NCDC, 2020). For instance, in Onitsha Education Zone, majority of the primary school pupils do not have access to internet connection while some households do not have any electronic gadgets to connect their children with the online learning while a few among these households have reportedly hiked for hours in search of a cell signal to listen to online classes on mountaintops (FME, 2020; UBE, 2020 & World Bank, 2019). In addition, the COVID-19 pandemic is revolutionizing digital and online education globally but pupils in rural and underserved communities in Onitsha Education Zone of Anambara State Nigeria, are being left behind as they are not equipped to adapt or transition to the new methods of learning called the new normal. Therefore, it is against this backdrop that this study seeks to provide answers to the following research questions:

1.2 RESEARCH QUESTIONS

- I. What are the perceptions of primary school pupils concerning online learning in Onitsha Education Zone during the COVID-19 pandemic outbreak and school closure?

- II. What is the relationship between households' socio-economic backgrounds and pupils' attitudes to online learning in Onitsha Education Zone during the COVID-19 pandemic outbreak and school closure?
- III. What is the impact of online learning on pupils' academic performance in Onitsha Education Zone during the COVID-19 pandemic outbreak and school closure?

1.3 RESEARCH HYPOTHESES

- I. H^1_0 : Online learning is not effective in shaping the pupils academic achievements during COVID-19 outbreak and school closure in Onitsha Education Zone.
- II. H^2_0 : There is no significant relationship between households' socio-economic backgrounds and pupils' attitudes to online learning in Onitsha Education Zone during COVID-19 pandemic outbreak and school closure.
- III. H^3_0 : Online learning has not significantly impacted the primary school pupils' academic performance in Onitsha Education Zone during COVID-19 pandemic outbreak and school closure.

2. LITERATURE REVIEW

2.1 COVID-19

Coronavirus disease (COVID-19) is an infection which is as a result of a novel severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Infection for example, the novel severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS) was known in 2002 and 2012 in that order were as a result of viruses analogous to SARS-CoV-2. Nevertheless, SARS-CoV-2 has a higher range more the earlier information related to viruses and as a result the obscurity in the cure and management of COVID-19 (Zhong *et al.*, 2020). Therapeutic diagnosis and findings have revealed that people tainted with COVID-19 can be symptomatic or asymptomatic in the premature stages of the virus depending on the each person immune system. It is reported that the signs of the infection contain dry cough, fever, tiredness, shortness of breath, headache and general body weakness owed to the incentive of supplementary pains in the body (Zhong *et al.*, 2020). The newness of SARS-CoV-2 and its obscure hereditary scenery effect to complexity in management of COVID-19 and the improvement of defensive vaccines. The occurrence of the new coronavirus plague in China lead to primetime reports in Africa as the dilemma of its global students in Wuhan where it start took centre phase. At the involvement of the epidemic, Hubei, the region where Wuhan is situated, have around 5,000 of the nearly 82,000 African students in China (Zhong *et al.*, 2020). At the outset of the calamity, priority in the international north paying attention principally on the commotion that the virulent disease, would bring students from China and its financial impact on their upper learning stages. The hard work used to stop the broad of the virus spectrum from increasing or postponing educational requisites to banning incoming students. The majority of Africa's original reaction focused on equipping students stranded in Wuhan or providing aid from afar. Nigeria, Benin, Ghana, in addition to added Sub Sahara Africa nearby countries, succeeded in providing aids for their students, an attainment that was greatly distinguished. Additional countries that are not having the willingness and the possessions to do the same had to presume unremarkable adjacent to civic view, which favored repatriation (Kekicand Miladinovic, 2016).

Studies (such as Bao, 2020; Donitsa-Schmidt & Topaz, 2018; Filius *et al.*, 2020) have shown that within two decades, there has been advancement in the use of technology in the field of education. There have been increased levels of sophistication and effectiveness in a number of schools that have embraced digital learning (Murphy, 2020). According to UNESCO (2020),

over 1.5 billion learners in 165 countries are attracted by COVID-19 school closure. This translates to 87% of the world's student population.

2.2 E-LEARNING

The term e-learning denotes electronic method of learning which is associated with computerized learning in an interactive interface at the convenience of both the learners and teachers. E-learning also implies educationally technology. According to Eze *et al.* (2019), e-learning education is concerned with the Wholisticin Corporation of modern telecommunication equipment and ICT resources into the education system. Igbalamide and Akinola (2020) argue that the word “e” should refer to “everything, everyone, engaging and easy” in addition to “electronic”. The benefits of the e-learning include better content delivery, interactivity, quality content delivery and confidence of both pupils and teachers in the educational sector. Despite the advantages of the e-learning, it is still at its infancy and early adoption stage in Nigeria due to its dynamic structure and lack of policy coordination on the part of the government.

2.3 CHALLENGES OF E-LEARNING IN NIGERIA

E-learning is still confronted with a lot of challenges in Nigerian Primary School Education especially during the COVID-19 pandemic as this is the only medium available for learning. One of these challenges is epileptic power supply in Nigeria especially in rural areas as there is no guarantee of at least two hours power supply at a stretch. Irregular power supply in Nigeria especially in the rural areas is seen as an age-long problem which has affected almost every aspect of Nigeria economy with no exception to the educational sector. This unstable poor power supply has caused a major setback for technological advancement of many institutions in Nigeria. Most rural areas in Nigeria where some pupils are resident are not even connected to the national grid and as such, this learners may experience difficulty in utilizing the e-learning platform effectively. Also, shortage in power supply have brought difficulty in powering of educational gadget such as smartphones, laptops and desktop computers needed for learning (Kekicand & Miladinovic, 2020).

Another major obstacle to e-learning in Nigeria is tied towards the high cost of internet data services. The internet service required to connect to this e-learning platform sometimes requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both parents and teachers to afford. In cases where is even data, poor internet connectivity by network providers is of major concern especially when it comes to video conferences where both the pupils and teachers have to interact. The cost of accessing the internet in Nigeria is still on the high side. Hence, some households find it a challenge to afford. The cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average parents in the country. Few pupils that are privileged to have a PC/Laptop are not connected to the internet as this do attract extra cost which they cannot afford. Also, this poor internet connectivity and high cost of data has resulted in low attendance of students during the online classes. This low online class attendance has also been linked to the poverty situation in the country as some families and pupils might not be able to afford basic needs such as food and clean water let alone the expensive gadgets or resources to sustain them for online learning. Another challenge posed by the e-learning education is the incapability of classroom teachers to assist learners develop the skills and training required to make the e-learning platform effective. E-learning creates room for complete absence of physical personal interactions between pupils and teachers and among their colleagues especially the slow learners (Bao, 2020; Donitsa-Schmidt & Topaz, 2020; Filius et al., 2020).

3. METHODOLOGY

Following the studies conducted by Abdallah (2019), Akeem (2019), Aduragbemi and Akinola (2019), this research therefore adopted qualitative research methodology to analyze the information elicited from the respondents. Hence, this study used qualitative research methodology such as Focus Group Discussion, Key-informant interview and questionnaire to study the research problems across the entire Onitsha Education Zone. However, the population of the study consist of some selected households pupils in Onitsha educational zone. Therefore, following the studies of Benjamin (2020), Ayorinde (2019) and Njiforti (2018), the study selected a sample size of 100 respondents from 100 households' in Onitsha Education Zone, it also used random sampling technique in selecting the respondents. The respondents were randomly selected from the study areas, that is, 100 respondents were selected from 100 households. The study also used Chi-Square in analyzing the information elicited from the respondents.

4. DATA PRESENTATION AND DISCUSSION OF FINDINGS

This study adopted chi-square to analyze the information elicited from the respondents. The justification for using chi-square is that the survey actually investigated whether primary school pupils in Onitsha Education Zone have the leverage to participate in online learning and whether online learning has positively impacted pupils learning outcomes during the school closure as a result of COVID-19 outbreak. Therefore, this section begins with the analysis of the data collected from the field.

Table 1:

Research Question One:

What is the perceptions of primary school pupils concerning online learning in Onitsha Education Zone during COVID-19 outbreak and school closure?

Table 1: Analysis of the perceptions of primary school pupils concerning online learning in Onitsha Education Zone during COVID-19 outbreak and school closure.

Response & Stimulus Variables	Statistical Outcomes	VALUE	DF	P-Value
Pupils perceptions on the effectiveness of E-learning	Pearson Chi-square	-345.43	15	.0016
E- learning	Likelihood Ration	-578.456	15	.0038
	Linear by linear Association	-32.054	1	.0046
	No of valid cases	500		

Source: (Field Survey, 2020)

Table 1 shows pupils' assessment of the effectiveness of online-learning in Onitsha Education Zone. All the variables in the table are statistically insignificant through the two-tailed tests with the Probability value greater than 0.05 as indicated by .0016. By implication, the null hypothesis in this study that the perceptions of pupils on the effectiveness of online learning is not significant is thereby accepted while the alternative hypothesis is rejected at 0.05 level of significant and at chi-square value of -345.43. This results actually corroborate with the Focus Group Discussions conducted in the course of this survey "Another major obstacle to e-learning in Onitsha Education Zone is tied towards the high cost of internet data services. The internet service required to connect to this e-learning platform sometimes requires a lot of data. The cost of purchasing the data bundle is so high which might be difficult for both parents/guardians to afford. In addition, poor internet connectivity by network providers is also

of major concern especially when it comes to video conferences where both the pupils and teachers have to interact”. Therefore, “Many pupils are at disadvantaged in terms of the poor infrastructure in Onitsha Education Zone,” Pupils also said. “Even for a whole day there may be no power supply and in some cases the internet connection is very poor.” This findings is also in line with empirical analysis conducted in the studies of Otitoju and Arowosafe (2019), Alaso-Adura and Adegbite (2020) and that of Olupinla and Aromasodun (2019).

Research Question Two:

What is the relationship between households’ socio-economic backgrounds and pupils’ attitudes to online learning in Onitsha Education Zone during the COVID-19 outbreak and school closure?

Table 2: Analysis of the relationship between households’ socio-economic backgrounds and pupils’ attitudes to online learning in Onitsha Education Zone during COVID-19 outbreak and school closure.

Response & Stimulus Variables	Statistical Outcomes	SD	DF	P-Value
Households income	Pearson Chi-square	-367.230	14	.0013
E-learning	Likelihood Ration	-400.035	14	.0000
	Linear by linear Association	-62.056	2	.0034
	N of valid cases	500		

Source: (Field Survey, 2020)

The table 2 illustrates that the variables of interest are all significant at 0.05 level of significant and at chi-square value of -62.056. The statistical results in the table above shows that there is a significant negative relationship between socio-economic backgrounds of households and pupils attitudes to online learning. Therefore, we thereby reject the null hypothesis in this study to be invalid and accept the alternative to be valid. However, this empirical findings is in line with Focus Group Discussion conducted in this study where majority of the households’ heads said “the cost of accessing the internet in Nigeria is still on the high side. Hence, some pupils find it a challenge to afford. The cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average parents in the country. Few pupils that are privileged to have a PC/Laptop are not connected to the internet as this do attract extra cost which they cannot afford. Also, this poor internet connectivity and high cost of data has resulted in low attendance of students during the online classes. This low online class attendance has also been linked to the poverty situation in the country as some families and pupils might not be able to afford basic needs such as food and clean water let alone the expensive gadgets or resources to sustain them for online learning. Another challenge posed by the e-learning education is the incapability of lecturers to assists learners develop the skills and training required to make the e-learning platform effective. E-learning creates room for complete absence of physical personal interactions between pupils and teachers and among their colleagues”. The findings of Adams and Otori (2019), Alimi and Ciroma and Akinyele (2020) actually supports the empirical findings in the table above.

Research Question 3:

What is the impact of online learning on pupils’ academic performance in Onitsha Education Zone during the COVID-19 outbreak and school closure?

Table 3: Analysis of the impact of online learning on pupils' academic performance in Onitsha Education Zone during the COVID-19 outbreak and school closure

Response & Stimulus Variables	Statistical Outcomes	SD	DF	P-Value
Pupils demonstration of online understanding of the subject contents and ability to solve online homework given to them by the teacher	Pearson Chi-square	-16.168	14	0.078
	Likelihood Ration	-20.212	14	0.002
E-learning	Linear by linear Association	1,111	1	0.004
	N of valid cases	500		

Source: (Field Survey, 2020)

The table above illustrates that there is no significant relationship between pupils demonstration of online learning understanding of the subject contents and ability to solve online homework given by their teachers and e-learning with the probability value being greater than 0.05 level of significance and chi-square value of -16.168. Therefore, by implications the null hypothesis in this study is hereby accepted to be valid while the alternative is rejected. This means that the online classes have not significantly impacted the pupils learning outcomes during the school closure. This empirical reports actually corroborate with the opinions of some stakeholders in the course of this survey's Focus Group Discussions, some of them said "Virtually all pupils across the primary schools in Onitsha Education Zone are currently missing face-to-face instruction from teachers due to the school closure. Many parents and educators thus share a common worry: When the pandemic subsides, pupils will return to school with lower achievement especially the slow learners. There are also concerns that the gap between high- and low-achieving pupils will become larger". Therefore, the above statistical reports actually key into the studies conducted by Aramide and Otitoju (2020), Ademuyiwa and Bala-gbogbo, Akintola (2020) and Alakija (2020).

5. SUMMARY AND CONCLUSION

Following the survey results from the empirical analysis conducted in Onitsha Education Zone in Anambara State, this study found that the emergence of COVID-19 outbreak and the closure of schools across the country especially the primary schools have done a lot of harm than good to primary school pupils' educational achievements. Majority of the respondents said the online learning which is a platform for primary school pupils to regain the lessons they lost during the school closure is not effective, they blamed the ineffectiveness on poor internet connectivity for the few ones whose parents can afford to buy them handsets or computer. The study also found that the socio-economic backgrounds of households such as income in the study areas has also contributed negatively to hinder the success of the online learning of pupils because even though there is little internet connectivity to connect pupils in some areas to their online subject tutors, majority of the parents cannot afford to buy any of the internet gadgets not to even talk of the high cost of data subscription required for the connectivity. In addition, this study also found lapses on the part of the government because even some parents who can afford PC/ computer to connect their wards to their online learning tutors could not do so due to the epileptic power supply in Onitsha Education Zone.

6. RECOMMENDATIONS

Following the results of the empirical findings in this survey thus far, this study recommends that:

The Government of Onitsha Education Zone and stakeholders around its environs should beam their searchlights on E-learning and developing the educational sector of the state by crafting

meaningful educational policy initiatives as we prepare for an era where COVID-19 becomes a part of our society. It is obvious that nations that refuse to accept and use technology through e-learning cannot survive going forward in this global trying times.

Both government, private schools and stakeholders should distribute mini-computers to all primary schools pupils with subsidize internet connectivity devices to enable them learn from home as the society pass through the outbreak of COVID-19.

Government and non-governmental organizations should intensify efforts to provide the enabling environment for learning by providing PPEs, face-masks, hand-sanitizers, detergents and running water for both teachers and pupils in order to create effective atmosphere for teaching and learning in the study areas during the reopening of schools in Onitsha Education Zone.

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