

Coping Strategies of Nigeria Higher Education Institutions during COVID-19 Lockdown

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ABSTRACT

Beginning at the end of the year 2019, the novel coronavirus (COVID-19) has drowned the world into uncertainty and has threatened the continuity of traditional classroom learning that is the backbone and, in many cases, the main method of learning in most countries. This paper seeks to ascertain how Higher Institutions of learning in Nigeria have thrived during the lockdown period, based on the National policy document that spells out the guidelines for school reopening. Official documents such as newspaper reports university bulletins are used to corroborate in order to ascertain the implementation of the provisions of the policy guideline document as well as assess the efficacy of the measures on students' quality of learning.

1. Introduction

Pandemics are disease outbreaks that become widespread, across countries, as a result of the fast spread of the infection from human to human. The world has experienced series of pandemics in history, including the recent SARS, MERS, Spanish Flu, H7N9, Ebola, Hong Kong Flu, Zika and so on^{[2], [5-7]} with far reaching effects on economy^[9], health^[8,11], etc. and society's response as can be seen through transportation services and consumer (passenger) behaviour and related activities have become predictable^[9]. Economic data from the 20th century pandemics such as the 1918-1919 Influenza pandemic is not readily available. However, the Federal Reserve Bank of St. Louis estimated that there were several losses

particularly in service-oriented ones, which rail transport falls into^[23]. This is relevant in that it shows how the transport services enterprises can be affected by the modern-day pandemic^[24].

The Novel Corona Virus Infectious Disease first occurred around the end of the year 2019 in Wuhan, China, and outbroke in January 2020, a month later^[11]. Since then, the whole world has experienced massive spread of the disease and affected countries have recorded several degrees of severity, with China, Spain, Italy and the US being the most hit, amongst other affected countries^[12].

Following the spread of the novel corona virus and its declaration as a pandemic by the World Health Organization in March 2020^[4,15], the world has seen unprecedented changes in the approach to doing things

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and has had to welcome the reality of the “new normal”^[10]. Generally, the outbreak has severely impeded economic activities and process and transportation constraints have interrupted the supply chains of industries and enterprises, personnel quarantine has further slowed down economic activities throughout the world^[38]. This has led to the inability of small and medium scale enterprises to resist the risks posed and, in most cases, with no capacity to maintain virtual functionality. To curtail the fast spread of the new corona virus infectious disease, the Chinese Government, adopted series of strict, non-pharmaceutical prevention and control measures, such as massive and strict city lock-downs and restricting people from entering and leaving their communities or using public transport infrastructure^[13]. The world saw varying degrees and forms of replication of the Chinese idea toward curtailing the spread of the virus^[14]. Through this bold, un-pharmaceutical and unprecedented measures, considerable results were achieved and the spread reduced significantly^[12]. However, these measures have inevitably restricted the movement of people and will in the future, cause for significant modification of operational processes in the railway transportation sector, so as to implement the WHO’s social distancing regulations^[16-20].

As a direct consequence of social distancing measures occasioned by realities of COVID-19 pandemic, Nigeria shut down the entire education sector, e-services’ consumers have experienced considerable change in consumption behavior^[29], such as drastic drop in passenger travel demand due to fear of infection and as according to government regulations, significant influence on choice of travel mode; where people would prefer to avoid public transportation due to large crowds and even those who can’t afford private vehicles or uncrowded modes such as taxis would prefer to travel during off peak hours that are usually characterized by low passenger turn up^[28]. There has also been a paradigm shift in trading mode from physical buying and selling to internet based virtual trading accompanied with home-delivery services^[30].

The onset of the disease has shut down industries, economies and has significantly changed the way people interact. But countries are already on the brink of economic collapse and are struggling to open up their economies, while implementing regulations to ensure that the people are safe. Unlocking the railway transportation sector is therefore a very crucial catalyst for rapid recovery of economic activities in these countries^[21,22].

Recently, many countries have eased down the lockdown, mostly in phased quotas, to allow for controlled movement of people, toward achieving a gradual reopening of the hitherto shut economy^[17].

In this work, the various coping strategies of higher education institutions in Nigeria during COVID-19 lockdown are explored. The second section of this work provides an overview of the various strategies used across the world in trying to manage the pandemic situation with a common goal of ensuring that learning and research in higher institutions of learning do not come to an abrupt end. In the third section, the coping strategies as provided in the policy document established by the related Nigerian authorities are discussed. In order to juxtapose the actual implementation of the developed policy framework, a verification survey was done to ascertain the various forms of strategies as adopted by these higher institutions. The results are presented and accordingly discussed in section four. Section five contains conclusions based on the objectives and findings of this study.

2. Coping Strategies across the Globe

In Nigeria and across the globe, COVID-19 pandemic had an impact, not only on people’s health, but also on how they learn, work and lives^[27]. This has prompted governments around the world to take a variety of steps to manage the outbreak, including stoppage of face-to-face teaching, closure of higher institutions there by forcing students to stay at home which might have resulted in a great deal of stress and uncertainty in their lives. More than 1.5 billion children and young people globally have been affected by school and university closures. This is what led to the development of some coping strategies during the pandemic. Some of the coping strategies adopted across the globe, especially around the education sector are as discussed as follows^[3].

A) Increasing Readiness While Keeping Schools Open

This involves implementing and encouraging preventive measures in schools as done by countries like Afghanistan, establishing protocols for dealing with illnesses and possible cases in schools as adopted by countries like Egypt, Russia and Belarus; utilizing the physical and human resources of the educational system to combat the spread of illnesses in communities as done in Liberia and Sierra Leone; and minimizing social and extracurricular activities to prevent physical contact as done by countries like Singapore and Russia^[3].

B) Closure of Schools Across the Nation

As the COVID-19 virus had a wider spread, an ample number of countries resolved to the closure of schools. Many policy makers were concerned that, while children and teens

appear to be less susceptible to the virus and have a lower case-fatality ratio, they may act as disease carriers, putting older family members at danger in areas around the world where multi-generational families are common^[3].

C) Selective Closing of Schools

As a temporary measure, some governments chose to segregate treatment regions by closing localized schools (for example India). These localized approaches expanded geographically to countries like Brazil, Canada and Australia^[3].

D) Learning Loss Mitigation Through Remote Learning and Educational Resources

Many countries turned to distant learning to compensate for missed school time, countries such as China, Italy, France, Germany, Saudi Arabia etc. had theirs to fully online. Other countries such as Lebanon send kids home with lessons as homework. In countries like Bulgaria, more than 800,000 accounts were created for all teachers and parents, publishers were mobilized to open the digital textbooks and learning materials for grades 1 to 10, and two national TV channels will broadcast educational tv^[3].

3. Coping Strategies of Higher Education in Nigeria

Cases of COVID-19 in Nigeria were confirmed in February 2020, which led to the closure of schools and all learning facilities in March 2020 so as to safeguard the health and general well-being of the children, youths, teachers, and educational personnel. This brought about an unprecedented challenge to Nigeria's education sector, as an estimated 80million children, youth, and adult learners in the system are deprived access to schools and have very limited alternative learning opportunities. The closure of schools and learning facilities during the pandemic also resulted in further deterioration in facilities and capacities for the delivery of quality education. It is expected that the longer schools are closed, the more the learning loss, the greater the severity of inequality in the education sector and the greater the risk of exploitation for the most vulnerable children^[25].

The above factors were considered and a response had to be made to mitigate the negative impact the COVID-19 pandemic already had on the education sector. In order to do that, some guidelines and strategies for the safe reopening of schools and learning facilities were developed in a consultative and collaborative initiative of the Federal Ministry of Education with other bodies with the goal of supporting and enabling the implementation of the Nigeria Education Sector COVID-19 Response Strategy's objectives in a timely and safe manner. These

guidelines were posed to also help learners, teachers, parents, guardians, communities, and the larger society to trust the process of reopening and be assured that learning will continue in a safe environment. In line with the Nigerian Government's drive and as explicitly defined in the final policy document, the coping strategies adopted in Nigeria were as follows^[25].

A) Staying Home and Learning Safely before schools reopen

This involves students and learners staying home and learning safely, and they should be involved in learning regardless of the type of distance learning employed in the location of the learner. Ensuring that these learners are safe involves sharing public health messages about COVID-19, including its symptoms, how it is transmitted and how to prevent transmission. It also involves protecting these learners from negative online effects since they will mostly be online. This form of learning also involves training or preparing teachers to teach in a way that safeguards the health, safety, and security of the learners and to enable the facilitation of learning using twenty-first century e-learning. In order to carry out this form of learning, the learners have to be provided with printed materials, online learning, radio, or TV program^[25].

B) Reopening of Schools

The reopening of schools was guided by considering the best interest of learners and overall public health, based on an assessment of the associated benefits and risks. Other countries like Ireland, Italy, and Luxembourg have proposed similar distances. The Governments of Italy and Ireland for instance, have made putting masks at learning institutions mandatory for persons greater than 6 and 13 years of age respectively^[31-33]. The recommendations of the government to be followed as schools reopened are as follows.

C) Safe distancing

It was recommended in schools and other learning facilities, that learners should be supported to stay 2m apart. This is as speculated by the Nigeria Centre for Disease Control (NCDC). This implies that classrooms, dining halls, staff rooms, and offices should have sufficient space to allow for two-meter separation between all individuals. However, there are exceptions where the two-meter rule cannot be applied reasonably, in which case, other risk mitigation strategies may be adopted^[25].

D) Safe Distancing Alternative Learning Models

As schools and learning facilities reopen, they started

to implement safe distancing measures that minimize and isolate risk. So, some alternatives to safe distancing were developed to focus on flexibility in scheduling and content delivery for learners. The following were alternatives developed for flexibility in learning for learners^[25].

a. **Outdoor learning:** this involves learning outside the usual classrooms so that social distancing measures are better implemented, it is necessary for the protection and safety of learners and teachers. The use of outdoor spaces as alternatives to classrooms or other enclosed spaces or implementation of phased entry or both, as strategies to overcome space limitations that may stem from the need for social distancing can limit contamination and transmission^[26].

b. **Staggered attendance:** this is the case where learners do not all arrive and leave at the same time, but have large periods of overlap, or schools may reopen gradually (e.g., starting with a particular grade level before other grade levels). This is done to avoid overcrowding. Higher Education Institutions should establish and implement guidelines aimed at lessening the interactions between students in classrooms where they learn and study at night, as well as in the dormitories where they live. Johansen and Bonell et al suggested that strategies such as subgrouping, cohorting or bubbling classrooms be adopted such that in this case, lecturers go to teach students in their classrooms instead of the usual way that involves students moving from one lecture hall to the other^[34,35].

c. **Alternate attendance:** this involves the school alternative attendance for all learner per week, with some learners attending the school at certain days in the week in the absence of other learners.

d. **Platooning:** this is the case where classes usually held together may be divided into morning and afternoon shifts due to overcrowding.

e. **Decreased interaction:** this is the case where learners may remain in one location with teachers coming to them.

f. **Flexible schedule:** This is the situation when classes are designed in such a way that learners and staff do not need to move between different regions of the facility.

g. **Creative delivery:** In this situation, courses could be given in a more holistic manner to accommodate for diverse learning settings for in-person learning (indoor, outdoor) and various media for distance learning (printed materials, online, TV, and radio). Learners may have set aside time to learn in each of these settings in order to alleviate the strain on indoor facilities^[25].

4. Methodology

Materials

Official Documentation Released by Government

Institutions.

Study Design

This research study is a questionnaire-based survey where responses from a cross-section of students in the various Nigerian Higher Institutions such as monotechnic, polytechnics and universities are collected and analyzed. Thereafter, the responses on the nature of coping strategies as standardized by the “GUIDELINES FOR SCHOOLS AND LEARNING FACILITIES REOPENING AFTER COVID-19 PANDEMIC CLOSURES” policy document produced by the Nigerian Federal Ministry of Education are then corroborated against official news channels like university bulletin releases and major newspapers in order to ascertain the veracity of the responses and the news headlines.

Study Setting

Nigeria’s education system encompasses three major sectors: basic education consisting of 6 years primary education and 3 years Junior Secondary School education (nine years), post-basic/senior secondary school education (3years), and tertiary education (4 to 6 years, depending on the program of study).

The structure of Nigeria’s tertiary education closely resembles that of the United States of America. The Nigerian Higher Education structure consists of Universities, Polytechnics, Colleges of Education and Monotechnics. In order to assess the coping strategies of Nigerian Higher Education institutions in general, the survey was expanded to include all of these component structures of the higher education system. Since the important aim of this study is to ascertain the different coping strategies employed by the Nigerian Higher Institutions of learning, the responses of the survey are corroborated with official print news sources within the scope of the “GUIDELINES FOR SCHOOLS AND LEARNING FACILITIES REOPENING AFTER COVID-19 PANDEMIC CLOSURES” policy document produced by the Federal Ministry of Education in line with the guidelines of the World Health Organization (WHO) and the Nigeria Centre for Disease Control (NCDC) which are the statutory organizations for the management and regulation policies in the world and Nigeria respectively.

Study sample

A total of 122 respondents filled the questionnaire. According to the Raosoft online sample size calculator, a solely survey-based study requires at least 450 respondents. But since the aim of this study is to ascertain those strategies that were implemented in higher institutions of learning in Nigeria, the results of the

survey are validated with official information channels like university bulletin releases and major newspapers as has already been pointed out in the study design section above.

Data Collection Tool

A google form online questionnaire was developed for this study and based on print and electronic literature, possible questions were developed to fit the research objectives of the study. After review, the final draft was then entered into a Google form whose link was shared across the target sample space in order to collect responses. Cronbach's coefficient alpha analysis was run to establish internal consistency and overall reliability of the instrument and responses.

Study procedure

The link to the prepared Google form was sent to the target students of the various higher institutions of learning after obtaining the student consent. This link was shared widely using social media and word of mouth. To ensure veracity of responses, Google form by default, does not allow multiple completions.

Data Management and Analysis

After responses were collected, the spreadsheet file was downloaded and reviewed for completeness, even though it was made a requirement for completing the questionnaire, for respondents to respond to all questions. The data were cleaned and then exported to the Statistical Product and Service Solutions Software (SPSS) and Microsoft Excel where the data was further analyzed. Students' responses were summarized using descriptive statistics like frequency and percentage tables and Cronbach alpha's analysis was employed to evaluate the internal consistency of the responses.

5. Results

Socio-demographic characteristics of the higher education students

The majority of the respondents are university students (117, 95.9%), followed by students of colleges of education (3, 2.5%) and polytechnic students (2, 1.6%). Out of the entire 122 students who responded to the questionnaire, 91 (74.6%) are undergraduates while the rest (31, 25.4%) are postgraduate students involving 94 (77%) male students and 28 (23%) female students who are between 18 years and 44 years. In Table 1, the demographics of the respondent students including age,

gender, level of education, place of residence during the lockdown and place of residence of the higher education institution concerned are shown in Table 1 below.

Table 1. Socio-demographic characteristics of the Higher Education Students

Characteristics	Frequency	Percentage (%)
Age (years)		
18-24	52	42.6
25-34	62	50.8
35-44	8	6.6
Greater than 44	0	0.0
Total	122	100.0
Gender		
Male	94	77.0
Female	28	23.0
Total	122	100.0
Level of Higher Education		
Undergraduate	91	74.6
Postgraduate	31	25.4
Total	122	100.0
Respondents' Current Higher Education of Learning		
University	117	95.9
Polytechnic	2	1.6
College	3	2.5
Total	122	100.0
State of Residence of the Institutions		
Kaduna	73	59.84
Kano	17	13.93
Kebbi	2	1.64
Lagos	9	7.38
Plateau	2	1.639344
Enugu	2	1.639344
Niger	3	2.459016
FCT	2	1.639344

Characteristics	Frequency	Percentage (%)
Kwara	3	2.459016
Nasarawa	2	1.639344
Sokoto	3	2.459016
Borno	1	0.819672
Delta	1	0.819672
Gombe	1	0.819672
Jigawa	1	0.819672
Total	122	100
State of Residence during COVID Lockdown		
Kaduna	37	30.32787
Kano	19	15.57377
Kebbi	11	9.016393
Lagos	10	8.196721
Katsina	4	3.278689
Kebbi	6	4.918033
Kogi	2	1.639344
Kwara	2	1.639344
Nasarawa	8	6.557377
Niger	1	0.819672
Ogun	2	1.639344
Oyo	2	1.639344
Plateau	3	2.459016
Rivers	2	1.639344
Sokoto	1	0.819672
Zamfara	1	0.819672
Adamawa	3	2.459016
Bauchi	4	3.278689
Borno	2	1.639344
Edo	1	0.819672
Jigawa	1	0.819672
Total	122	100

In order to cope with the lockdown, Nigerian Higher Education Institutions adopted several coping strategies

that best suit their situation and within the provisions of the government’s guidelines. Table 2 below shows the coping strategies according to how the respondents have opined. Staggered attendance (55, 41.4%) had the highest implementation in universities (because they constitute the majority the respondent’s higher education institutions) followed by creative delivery (23, 17.3%), decreased interaction (14, 10.5%), then outdoor learning and flexible schedule with 13 each or 9.8% of the total 133 (some respondents chose more options) responses.

Table 2. Coping strategies employed by universities

Coping Strategies employed by universities		
Creative delivery	23	17.3
Staggered attendance	55	41.4
Decreased interaction	14	10.5
Outdoor learning	13	9.8
Flexible schedule	13	9.8
Platooning	15	11.3
Total	133	100.0

Table 3 shows the coping strategies adopted by some of the understudied Higher institutions of learning as corroborated by official news sources. As is seen in the table, Ahmadu Bello University, Bayero University Kano and University of Lagos all adopted the decreased interaction and creative delivery strategies while Ahmadu Bello University adopted staggered attendance in addition to the strategies adopted by the other two universities.

Table 3. Coping Strategies employed by universities (official information sources)

University	Coping strategy	Source
Ahmadu Bello University, Zaria	Staggered attendance, Decreased interaction, creative delivery	University website [39]
Bayero University, Kano	Decreased interaction, creative delivery	Vanguard Newspaper [40], Premium Times online newspaper [41]
University of Lagos	Decreased interaction, creative delivery	University website [42]

In ^[36], Sintema posits that due to incidents of reduced teacher-student contact hour and lack of consultation with teachers when students face challenges in grasping lecture contents, academic performance will drop for class period held during the lockdown.

Table 4 below shows an assessment of the impact of COVID-19 lockdown on how the students of higher

education thrived. From the foregoing, majority of students (60, 49.2%) reported that their academic performances compared with the pre-covid times was virtually the same, followed by 34.4% who reported that their performances became worse - a confirmation of Sintema’s position. Here, it is important to note that the majority of these respondents are students of Ahmadu Bello University who had the phased resumption type of strategy for mitigating the effects of COVID-19 on their learning activities.

Majority of the respondents (53, 43.4 %) reported that they had difficulty concentrating in online learning platforms as well as the new learning approaches they were subjected to, during the lockdown, and only 16.4 % or 20 respondents reported the that they faced no difficulty, and this is anchored on the mostly physical contact students and learners had during this period. This is in line with Bao’s ^[37] conclusion in her article as to establish the occurrence of low concentration levels in students during the lockdown and thereby, recommended the adjustment of the teaching speed so as to ensure effective learning.

39 students (32%) reported moderate feeling of lethargy, 20.5% reported anxiety, 27% reported no effect in sleep pattern and so on as the trend repeats itself throughout the assessment. No effect in sleep pattern may be attributed to the very friendly measures by the Ahmadu Bello University management where the major change occurred only in the number of students who could resume, keeping learning activities nearly the same as was obtainable pre-COVID.

Table 4. Impact of COVID-19 Lockdown on the Learning process of Higher Education Students

Variables	Frequency	Percentage (%)
Academic performance during the COVID-19 period in school		
Better	20	16.4
Worse	42	34.4
Remained the same	60	49.2
Total	122	100.0
Difficulty concentrating		
No Difficulty	20	16.4
Little Difficulty	22	18.0
Moderate Difficulty	53	43.4
Much Difficulty	19	15.6

Variables	Frequency	Percentage (%)
Extreme Difficulty	8	6.6
Total	122	100
Lethargy or Lack of Motivation		
No Lethargy	13	10.7
Little Lethargy	17	13.9
Moderate Lethargy	39	32.0
Much Lethargy	33	27.0
Extreme lethargy	20	16.4
Total	122	100
Depression or Anxiety		
No Anxiety	21	17.2
Little Anxiety	25	20.5
Moderate Anxiety	41	33.6
Much Anxiety	24	19.7
Extreme Anxiety	11	9.0
Total	122	100
Sleep pattern affected		
No Effect	33	27.0
Little Effect	16	13.1
Moderate Effect	41	33.6
Much Effect	20	16.4
Extreme Effect	12	9.8
Total	122	100
Loneliness		
No Loneliness	30	24.6
Little Loneliness	17	13.9
Moderate Loneliness	31	25.4
Much Loneliness	22	18.0
Extreme Loneliness	22	18.0
Total	122	100

Variables	Frequency	Percentage (%)
Physical Health in the COVID-19 Period		
Bad	4	3.3
Fair	11	9.0
Good	41	33.6
Very Good	40	32.8
Excellent	26	21.3
Total	122	100
Adjustment to Online Learning		
No Adjustment	33	27.0
Little Adjustment	17	13.9
Moderate Adjustment	34	27.9
Much Adjustment	21	17.2
Extreme Adjustment	17	13.9
Total	122	100
Struggle to Establish New Routine		
Extreme Struggles	21	17.2
Much Struggles	24	19.7
Moderate Anxiety	36	29.5
Little Struggles	22	18.0
No Struggles	19	15.6
Total	122	100
Logistical Problems with Online Learning		
Extreme Problems	21	17.2
Much Problems	20	16.4
Moderate Problems	45	36.9
Little Problems	11	9.0
No Problems	25	20.5
Total	122	100
Problems with Instructors		
Extreme problems	8	6.6
Much problems	24	19.7
Moderate problems	44	36.1
Little Problems	27	22.1
No problems	19	15.6
Total	122	100

Table 5 shows a concise summary of COVID-19 situation report in Nigeria. During the COVID lockdown, the situation of the different states was classified according to the tabulated risk factors and other factors like availability of test and quarantine centers. States with high, medium and low number of confirmed cases were classified as high, medium and low risk states with the consideration of availability of laboratory testing facilities. Lagos state had the highest number of confirmed cases (61122, 36.1%), followed by the Federal Capital Territory

Abuja (19927, 11.75%). These records were due largely to the actual spread, but more importantly, to the availability of testing centers.

Table 5. Summary of Latest NCDC report on COVID-19 situation in Nigeria as at 18/07/2021

States Affected	No. of Cases (Lab Confirmed)	No. of Cases (on admission)	No. Discharged	No. of Deaths
Lagos	61,122	2,151	58,515	456
FCT	19,927	40	19,719	168
Kaduna	9,127	4	9,058	65
Plateau	9,068	3	9,008	57
Rivers	7,415	71	7,243	101
Oyo	6,910	43	6,739	128
Edo	4,914	4	4,725	185
Ogun	4,723	25	4,645	53
Kano	4,006	3	3,893	110
Ondo	3,497	19	3,413	65
Kwara	3,160	37	3,068	55
Delta	2,654	26	2,556	72
Osun	2,578	6	2,520	52
Enugu	2,482	18	2,435	29
Nasarawa	2,385	1	2,345	39
Gombe	2,117	12	2,061	44
Katsina	2,112	23	2,055	34
Ebonyi	2,039	5	2,002	32
Akwa Ibom	1,989	54	1,917	18
Anambra	1,909	64	1,826	19
Abia	1,693	-2	1,673	22
Imo	1,661	0	1,624	37
Bauchi	1,549	0	1,532	17
Benue	1,366	15	1,327	24
Borno	1,344	1	1,305	38
Adamawa	1,134	4	1,098	32
Taraba	1,001	0	977	24
Niger	935	5	913	17
Bayelsa	907	2	879	26
Ekiti	897	19	867	11
Sokoto	775	0	747	28
Jigawa	536	8	512	16
Yobe	499	0	490	9
Kebbi	450	42	392	16
Cross River	402	0	384	18
Zamfara	244	3	233	8
Kogi	5	0	3	2
Total	169,532	2,706	164,699	2127

6. Conclusions

This research elaborates on the coping strategies of Nigeria Higher education institutions that were implemented to deal with the novel problems created by the emergence of the pandemic. Given the findings, we can conclude that the higher education institutions largely implemented the provision of the Government prepared national policy and guidance document on management of COVID-19 during lockdown and school reopening. Moreover, the following conclusions can be derived:

(1) Due to the current disadvantageous realities with regards to internet connectivity, access and spread, a fully online switch from traditional classroom learning style is not realistic for majority of the students in Nigeria Higher Education institutions of learning.

(2) In assessment of the impact of the COVID19 lockdown on the learning process of the subject students, there was mild effect on academic performance, students' motivation to learning, sleeping pattern, problems with instructors and the overall measure of how students thrived in learning, in trying to cope with the new changes. And this is largely due to the phased resumption model of the policy document proposed by the Government, amongst other auxiliary COVID measures like social distancing, face mask wearing, hand washing practices, and so on.

(3) In the near future and as a matter of urgency, it is recommended to the Nigerian authorities to prioritize the provision of online learning facilities for tertiary education students in preparation for future occurrences of similar situations that may again put students in a dilemma. No country can survive without educating their young ones and a threat to education and learning in any guise, must be confronted firmly.

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