



**Impact of School Closure amidst COVID-19 on Basic Education Delivery in Gusau  
Education Zone of Zamfara State, Nigeria**

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**Abstract**

This study assessed the impact of school closure amidst Covid-19 on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria. The study had 1 objective, which is to examine the impact of school closure during Covid-19 on Basic Education delivery in Gusau Education Zone of Zamfara State. Survey research design was used for the study from a population of 257,672, a sample of 384 was drawn, multi-stage sampling technique was used, at the first stage; the 2 Local Governments Areas and 23 Basic Schools were purposively selected by the researchers, at the second stage, Proportionate sampling technique was used to make equal distributions among the elements of the population, at the third stage, the researchers used simple random sampling technique to select the Pupils/Students and Teachers who are the respondents of the study. Questionnaire was employed to obtain the data from the respondents, which was made up of two sections A and B. Section A dwelt on the personal data of the respondents and section B dwelt on the main statement items under investigation. The data were analyzed using Mean and standard deviation to answer the research question, the null hypothesis was tested using Chi-square. The findings revealed that school closure during Covid-19 had affected the Basic Education delivery in Gusau Education Zone of Zamfara State. It was recommended that Governments should provide remedial education for children who were unable to follow the distance education and for children who were out of school during school closure due to Covid-19 pandemic.

**Keywords:** School closure, Covid-19, Basic Education.



## Introduction

Education is a fundamental right of every person, a key to other human rights, the heart of all developments, the prerequisite for equity, diversity and lasting peace. It is seen as a powerful means to reduce poverty and achieve economic growth (Breton, 2014). It empowers people, improves individuals' earning potential, promotes health population, is a major determinant of democracy and builds a competitive economy (Buchmann & Hannum, 2002). Also, education is the spring board for social and economic change. It plays a major role in the socio-economic development of a nation. Education occupies an important place in most plans for economic and social development. It is important in the human development as a supplier of the trained manpower as well as a requisite for the accomplishment of other development goals (Adebiye, 2014). These roles played by the educational sector stimulate economic growth and development of a country. This explains why countries of the world expend so much on this vital sector in order to enhance the level of literacy of their citizenry. Inequality of access to education and educational marginalization has deleterious effects on the national development of a country.

Basic Education means the type of education given in the first level of education. The meaning of basic education changes from country to country. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School. It embraces formal and non-formal education including education of the marginalized groups within the Nigerian society. The Programme is aimed at eradicating illiteracy, ignorance and poverty (UBE, 2011). National Policy on Education (2004) states that Basic education shall be of 9 years duration, comprising 6 years of primary education and 3 years of junior secondary education. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for the adults and out of school youths. Basic Education according to the National Policy on Education NPE (FRN, 2013) is the education given to the children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling which also includes 1 year of Pre-Primary, 6 years of Primary and 3 years of Junior Secondary Education.

Curriculum content delivery according to Unachukwu and Nwosu, (2018) is that component in curriculum design that has to do with bringing the curriculum face to face with the learner. This is the point at which has been planned for the learner is brought to him/her. It could be viewed as the many ways by which a curriculum enables learners to achieve their learning goals and this includes teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development planning and tutoring, skills development and practice, and access to resources. It is the point at which the child interacts with the designed curriculum. It has to do with how the content is taught taking into consideration the mode of teaching, images and the language used in teaching. Also for Ivowi (2012) content delivery entails classroom teaching/instruction. Also to Omoifo, (2018) it is one thing to develop curriculum content and another to impart it to the target learners to effect the desired change in behaviour. Curriculum content delivery often is conceptualized as techniques or approaches used in teaching the content of the curriculum.

The outbreak of Corona virus pandemic also known as COVID-19 in Wuhan, the ground Zero of the virus and the Capital City of Hubei Province in the Republic of China on September 2019 and that which later spread to other parts of the world, has affected the entire world populace



**Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

and businesses (Kim, in Oluka, et.al. 2020). Most importantly, the outbreak of the pandemic has impacted negatively on schools resumptions that have long been closed down in virtually all the nations of the world, including Nigeria. As of April 21th, 2020, approximately 1.723 billion learners have been affected with the sudden closures of school in response to the COVID-19 pandemic. According to UNESCO monitoring, as of the date above 191 countries have implemented nationwide closures and have implemented local closures, effecting about 98.4 percent of the world's student population.

Efforts to curtail the spread of COVID-19 through non-medical 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 (Adelakun, 2020).

On 27th February 2020 the Federal Ministry of Health announced the confirmation of the first case of Corona virus disease in Lagos State, Nigeria. In the same communication the Honourable Minister of Health announced that the Multi-sectoral Corona virus Preparedness Group led by the Nigeria Center for Disease control (NCDC) has immediately activated its National Emergency operations Center. Since then, in less than 2 months, Nigeria has reached more than 50 cases across the country. NCDC keeps and updates figures daily (EiEWG, 2020). Nigeria as a country had as well ensured all schools and personnel to observe a compulsory stay at home order so as to prevent further spread of this deadly virus from spreading among students and school personnel since it can easily be contracted through direct contact with the carrier of the virus. In fact many unified examinations have to be suspended (Adelakun, 2020). Therefore, on March 19<sup>th</sup>, 2020 a circular from Federal Ministry of Education has granted an approval for the closure of all school for a period of one (1) month commencing from Monday 23rd March 2020 to prevent the spread of the Corona virus (COVID19) (EiEWG, 2020). Also, the Zamfara State Government, on March 23rd, 2020 released a circular through the State Ministry of Education, granted an approval for the closure of all school in the State as directed by the Federal Ministry of Education, the temporary closure affect all levels of school including Tsangaya/Almajiri and Islamiyya schools across the State.

The Covid-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have affected 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (UN, 2020). The crisis is exacerbating pre existing education disparities by reducing the opportunities for many of the most vulnerable children, youth and adults those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons to continue their learning. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may dropout or not have access to school next year due to the pandemic's economic effect alone (UN, 2020).

In detail account of UNESCO report of the year 2020, about 35.9 million primary and secondary school learners are currently out-of-school as a result of the school closures. For primary schools, this number totals approximately 25.6 million students, of which about 87 percent (23.5 million) are students enrolled in public schools. The numbers are just as stark for secondary school learners. Of the roughly 10.3 million secondary school students who are out-of-school as a result



**Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

of the closures, approximately 81 percent (8.4 million) of them are public school students. There is no assurance that all the learners who left the school will be back in school the pandemic lockdown; some may have change their lives' view seeing going to school as a waste of time, some may have died, some will change school, some may have join bad groups shifting their attention away from school etc. this is where the work of parents and guidance should come in to ensure the proper welfare of learners even while they stayed back home. Unfortunately learning within the homes are as well limited looking at the literacy level of some parents in Nigeria; not every parent could handle well the pedagogy aspect of parenthood and besides other commitments of parents are to be considered. The effect of this may not be easily noticed now; the future of a child in this category is naturally exposed to a serious academic crash if there are no proper interventions, because until the ban on movement is lifted and schools are reopened, majority of students will not be learning (UN, 2020).

Corona virus disease (COVID-19) is an infection which is as a result of a novel severe acute respiratory syndrome Corona virus 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). Also, they added that 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 study conducted by Ogunode (2020), titled Effects of Covid-19 Schools Close Down on Academic Programme of Senior Secondary Schools in Abaji Area Council of Federal Capital Territory Abuja, Nigeria. The main objective of the study is to investigate the effects of Covid-19 Schools Close down on the Senior Secondary School academic programme in Abaji Area Council of FCT, Nigeria. A survey research design was adopted for the study; the total population of the study was 312 teachers in the public secondary schools in Abaji area council of FCT, Abuja. Out of the entire teacher population of teachers in the area council (80) teachers were sampled because this number is manageable. Simple random techniques were used to select the sample size. A structured questionnaire was used in obtaining information for the study. Percentages were used to analyze the data. He finds out that Covid-19 school close down has led to suspension of internal and external examinations reduction in investment. He recommended that the Minister of education should direct all Senior Secondary Schools administrators to come up with strategies to cover up the one month teaching and learning gap created as result of the Covid-19 schools closed down. The reviewed study is similar with the present study, because both the study adopted the same research design and instrument, but differs in location, level of education, population, sampling and statistical tool.

### **Objective of the study**

To examine the impact of school closure amidst COVID-19 on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria.



# **Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

## **Research Question**

How does the school closure amidst COVID-19 impact on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria?

## **Hypothesis**

School closure amidst COVID-19 has no significant impact on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria.

## **Methodology**

The research design for this study was survey. Dada (2016) stated that survey research is a detailed study which strives to explain or determine and reports the way things are. It is the type of research that specifies the true nature of a given problem or event. He further maintains that survey research involves assessing situations through the administration of instruments that are specifically prepared for such purpose. The choice of survey design was based on the fact that the entire population cannot be covered, and so sampling would be done.

The population of the study was two hundred and fifty seven thousands, six hundred and seventy two (257,672) which is made up of pupils (from Lower and Middle Basic), students (from Upper Basic), teachers of primary (Lower and Middle Basic) Junior Secondary Schools (Upper Basic) in Gusau Education Zone of Zamfara State as shown in Table 1 along with Local Government Areas that constituted the Zone.

**Table 1: population of Study**

S/N	Local Gov't Areas	No. of Primary Schools	No. of JSS	No. of Pupils (Primary)	No. of Students (JSS)	No. of Teachers (Primary)	No. of Teachers (JSS)	Total
1.	Bungudu	181	18	54,874	8,976	1,138	255	65,243
2.	Gusau	148	28	71,615	26,028	1,339	784	99,766
3.	Maru	125	16	35,312	6,816	472	169	42,769
4.	Tsafe	144	16	42,151	6,826	722	195	49,894
<b>Total</b>	<b>04</b>	<b>598</b>	<b>78</b>	<b>203,952</b>	<b>48,646</b>	<b>3,671</b>	<b>1,403</b>	<b>257,672</b>

**Source: ZSMOE Gusau, 2020.**

A sample size of 384 participated in the study. This is based on the recommendation by the Research Advisor (2006), who recommends that for a population of 250,000 – 500,000 a sample size of 384 is sufficient for generalization at 95% confidential level and 5% margin of error. Multi-stage sampling procedure was used for this study, at the first stage; two (2) Local Government Areas and thirty two (32) Basic Schools were purposively selected by the researchers, and the selection is based on their convenient accessibility and proximity to the researchers. Black (2010) said purposive sampling is used when researcher relies on his or her own judgment in choosing members of population to participate in the study. It is used to obtain a representative sample by using a sound judgment, which will result in collection of reliable data, saving time and money.





**Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

**Table 2: Sample of the Study**

S/N	Sampled Local Gov't A	Sampled Primary Schools	Sampled JSS	Sampled Pupils (Primary)	Sampled Students (JSS)	Sampled Teachers (Primary)	Sampled Teachers (JSS)	Total Sample
2.	Gusau	19	11	109	51	59	29	248
3.	Maru	13	07	61	29	30	16	136
Total	<b>02</b>	<b>32</b>	<b>18</b>	<b>170</b>	<b>80</b>	<b>89</b>	<b>45</b>	<b>384</b>

At the second stage, Proportionate sampling technique was used to make equal distributions among the elements of the population (Pupils/Students and Teachers). Proportionate sampling is used when the elements of population vary considerably in size because it assures that those with larger size have the probability of getting the larger sample as those with the smaller size have the probability of getting the smaller sample. At the third stage, the researchers used simple random sampling technique (using hat and draw method) to select the Pupils/Students and Teachers who are the respondents of the study, which Emmanuel (2013), stated that it is the selection of a units, elements or respondents for inclusion in a sample is by chance alone, and no one is deliberately omitted. This method of selection ensures equal chance of being selected and enforces the law of probability.

The research instrument for data collection was a structured questionnaire that was developed by the researchers based on the variables of the study and has 10 items used for the analyses. The research question and hypothesis were consonant with the information that was gained from the literature review. The questionnaire was made up of two sections A and B. Section A dwelt on the personal data of the respondents and section B covered the variables with ten (10) items using the four point likert scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1) was constructed in one cluster in accordance with the research question. The instrument used by the researchers was scrutinized for face and content validity by specialists and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The instrument was also pilot tested and the result was statistically analyzed for reliability co-efficient using Cronbach alpha at 0.05 level of significant. The reliability coefficient of 0.5 and above was recommended for the reliability of a survey instrument which implied that reliable coefficient of variables tested has internally consistent on the study (Natasha, 2014). The reliability index of 0.723 was obtained using Cronbach alpha this means that the instrument is reliable and consistent for the study (Chaturvedi and Shweta, 2015).

Data collected were analyzed statistically using the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used, research question was analyzed using mean and standard deviation with index scores of 2.50 and above a bench mark for Agreed and 2.49 and below as Disagreed. Null Hypothesis was tested using Chi-square ( $\chi^2$ ) at 0.05 level of significance.

## Results

### Research Question

How does the school closure during Covid-19 have impact on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria?



**Table 3: Respondent's Opinion on the Impact of School Closure amidst Covid-19 on Basic Education delivery in Gusau Education Zone of Zamfara state, Nigeria**

S/N	Item Statement	N	Mean	Std.	Decision
1.	Covid-19's school closure obstructing the annual school academic calendar	377	3.81	.44	Agreed
2.	Covid-19's schools closure affected the academic programme of Basic Education.	379	3.68	.64	Agreed
3.	Year of entry into the Basic Education has been truncated due to covid-19's schools closure.	379	3.65	.49	Agreed
4.	School closure as a result of Covid-19 suspended all teaching and learning activities at all levels of Basic Education.	379	3.55	.58	Agreed
5.	Covid-19's school closure resulted in the suspension of internal and external examinations.	378	3.93	.26	Agreed
6.	Covid-19's school closure suspend all extra-curricular activities in Basic Schools	384	3.70	.51	Agreed
7.	Covid-19's school closure bring about massive drop out of school children	379	3.10	1.00	Agreed
8.	Covid19's school closure delayed the promotion of students/pupils to the next level of studies.	378	3.33	.64	Agreed
9.	Students/pupils attended extra moral classes during long period of closure.	379	2.45	.77	Disagreed
10.	Covid19's school closure delayed the graduation of students/pupils from the Lower Basic and Upper Basic.	375	3.15	.74	Agreed
<b>Cumulative Mean</b>			<b>3.43</b>		
<b>DecisionMean2.50</b>					

Table 3 revealed that school closure during covid-19 has affected the delivery of basic education in Gusau Education zone of Zamfara state, Nigeria. The findings of the study on research question indicated that all the scores of means were greater than the decision mark of 2.50 except on item 9 which has 2.45. Also, the cumulative mean was 3.43 which is above the decision mean. Thus, there is evidence to show that schools closure during covid-19 in the study area have affected the delivery of Basic Education.

### **Hypothesis**

School closure during Covid-19 has no significant impact on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria.



**Table 4: The chi-square analysis showing the Impact of School Closure amidst Covid-19 on Basic Education delivery in Gusau Education Zone of Zamfara state, Nigeria**

Opinions	Obs freq	Exp Freq	df	A	X <sup>2</sup> -cal	X <sup>2</sup> _tab	P-value	Decision
No Impact	41.7 (11%)	189.5(50%)	1	.05	122.47	3.84		Ho
Impact	337.3(89%)	189.5(50%)					0.00	Rejected

**Values in parentheses are percentages (X<sup>2</sup> = 122.47, df = 1, p = 0.05>0.00)**

As shown in Table 4, the findings of the Chi-square revealed that school closure during covid-19 has affected the Basic Education delivery in Gusau Education Zone of Zamfara State Nigeria. The calculated p-value was (0.00) which is lower than the 0.05 level of significance. Therefore, the null hypothesis which states that School closure during Covid-19 has no significant impact on Basic Education delivery in Gusau Education Zone of Zamfara State, Nigeria is rejected. This implies that School closure during Covid-19 significantly affects the Basic Education delivery in Gusau Education Zone of Zamfara State Nigeria.

### Discussion of Findings

The findings revealed that schools closure during covid-19 had impact on Basic Education delivery in Gusau Education Zone of Zamfara State (p = 0.00 or <α= 0.05). Findings of the research question revealed that schools closure during covid-19 affected the delivery of Basic Education in Gusau Education Zone. This was further confirmed by the hypothesis, which showed that the outcome of the school closure due to the Covid-19 pandemic was significant, implying the school closure significantly influenced facet of Basic Education in Gusau Education Zone of Zamfara State, Nigeria. The findings agreed with the Daily Trust News Paper (2020) which reported thus: “as the closure of schools due to the Covid-19 pandemic countries to exacerbate the learning crisis across the globe, a report says no fewer than 700 million students are now studying from home.

This is in the face of huge uncertainties, with families and schools having to navigate options of hybrid and remote learning or no schooling at all, said the report by the World Bank. It said the extended school closure, along with the economic downturn, is twin unprecedented shock to education. Due to learning loses and increases in dropout rates, this generation of students stands to lose an estimated \$10 trillion in earnings or almost 10 percent of global GDP, and countries will be driven even further off-track to achieving their Learning Poverty goals, potentially increasing Learning Poverty levels to 63 percent”.

It is also reported that “in all countries in the world, there is immense differences in what reach and poor students’ experiences. Covid-19 poses an even higher risk to girls’ education and well-being, as girls are more likely to drop out of school and are more vulnerable to violence and face child marriage and adolescent fertility”. Also, the finding was in agreed with that of Ogunode 2020, who find out that Covid-19 Schools close down would affect the academic programme of Senior Secondary Schools. He also find out that COVID-19 schools close down has led to suspension of internal and external examinations reduction in investment on education. This





### **Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

finding supported the study of Ade (2020) who found out that COVID-19 Schools closure has affected academic performance of Senior Secondary Schools in Nigeria because major external examinations would be postponed. The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative (Simon and Hans, 2020)

### **Conclusion**

Based on the major finding of the study, it can be concluded that school closure during Covid-19 has significant on the impact on basic education delivery in Gusau Education Zone of Zamfara State, Nigeria. Consequently, School Closure during Covid-19 has influenced Basic Education delivery. Therefore, the effects could be that there is a slight increase on the contribution of the independent variable (School closure) in the variation of the dependent variable (Basic Education) in Gusau Education Zone of Zamfara State, Nigeria.

### **Recommendation**

Governments and Basic Schools should provide remedial education for children who were unable to follow the distance education and for children who were out of school during school closure due to Covid-19 pandemic.

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**Impact of School Closure amidst COVID-19 on Basic Education** (Sadiq et.al. 2021)

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