

Socio-economic Implications of Covid-19 Pandemic on Primary Education in North-Eastern Nigeria

Victoria Hauwa Ibrahim¹, Taiga Usio Uchechi²

¹*Department of Economics, Nasarawa State University, Keffi, Nasarawa State, Nigeria.*

²*Department of Economics, Federal University of Lafia, P.M.B 146, Lafia, Nasarawa State, Nigeria.*

Abstract:

Background: The spread of Covid-19 virus across the world has affected the educational systems worldwide, leading to the near total closures of educational institutions, which have far-reaching economic and societal consequences on all stakeholders in the education sector. Therefore, this study examined the socio-economic implications of Covid-19 on primary education in North Eastern Nigeria.

Materials and Methods: The study used a sample comprising of 399 respondents which include primary school education stakeholders in Borno and Adamawa States. Data was collected through a structured questionnaire and was analyzed using descriptive statistics.

Results: The findings showed that teachers, school administrators and parents in North Eastern Nigeria are aware of Covid-19 and its mode of spread. It is also revealed that primary school children will perform negatively as a result of lack of offline and online learning materials as an alternative to continuous learning, school feeding programme by the government for the children has been suspended, disadvantaged school children have been induced into child labour; basic health care services for children has been disrupted. The findings also revealed that the economic performance of primary school teachers and workers have been reduced, many of the workers have been induced to receive incomplete or no salaries which has negatively affected their source of living, and it has also made them seek other source of livelihood such as farming and trading, among others.

Conclusion/Recommendations: Hence, the study recommends that government should provide effective emergency funding programs that will respond to the plight of school children who cannot afford online learning facilities in order to improve their learning performance, provide emergency funds transfer and effective palliatives that will take care of the suspended school feeding programme, provide effective and efficient palliatives for school workers and households affected by salary shortfalls and other welfare needs, there should also be increased spending by government on education infrastructures, especially on online education, among others were proffered.

Keywords: Covid-19, Coronavirus, Primary Education, Online Education, Socio-Economic, Northeastern Nigeria.

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I. INTRODUCTION

The outbreak of Covid-19 pandemic which was first identified in December 2019 in Wuhan-China, is a defining health crisis of the world today, imposing major social and economic challenges. According to UNDP (2020), covid-19 has the potential to create devastating social, economic and political effects that will leave deep and longstanding scars. As it stands today, the economies of the world irrespective of the level of acclaimed development are today overwhelmed by the ravaging dreaded coronavirus disease also known as Covid-19.

Basically, covid-19 pandemic, also known as coronavirus, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19), caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) (WHO, 2020). The World Health Organization (WHO) declared the outbreak of the disease a pandemic on 11th March 2020; and as of 1st August 2020, more than 17.5 million cases of covid-19 have been reported in more than 188 countries, resulting in more than 679,000 deaths, while more than 10.3 million people have recovered. In extension, the pandemic has affected educational systems worldwide, leading to the near total closures of educational institutions including primary, secondary, and tertiary schools. As a result, most world leaders including that of Nigeria have temporarily closed educational institutions in an attempt to contain and

reduce the spread of coronavirus. School closures as a result of the impact of covid-19 have affected over one billion students worldwide (WHO, 2020).

According to UNESCO (2020), over 150 countries worldwide have reported school closures as of March 25, 2020. World leaders recognized its importance of school closures as it serves as a tool to increase social distancing in order to mitigate the spread of the disease and avoid an acceleration of cases that will put a strain on health services. Most leaders especially in Africa presumed that its effectiveness as a measure to slow down the spread of the virus will depend on the exact timing of the closures, the age structure of the population and the length of the closure. Others presumed that school closures would lead to an extended interrupted education that would disengage students from learning process, which would have the potential cost of reversing gains in learning results (Jamerson and Mitchell, 2020).

Bao, Qu, Zhang, and Hogan (2020) posited that school closures impact not only students, but teachers and families, and have far-reaching economic and societal consequences. Among these consequences include social and economic issues such as student debt, digital learning, food insecurity, homelessness, as well as inadequate access to childcare, health care, and disability services. In Africa most especially, this impact would be more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

In Nigeria, after the confirmation of the first case of corona virus disease in Lagos State on 27th February 2020, the Federal Ministry of Education on March 19th, 2020 granted approval for the closure of all schools nationwide commencing from Monday 23rd March 2020 till date (EIEWG, 2020). In response, every state in Nigeria contextualized with the directive of the federal government. As a result, Obiakor and Adeniran (2020) posited that approximately 23.5 million enrolled primary school learners in public schools are currently out-of-school in Nigeria. In addition, not only will the closure of schools affect close to 46 million students throughout the country, but most importantly, 4.2 million students in Borno, Adamawa, and Yobe States of the North-East which have the most vulnerable groups of children in Nigeria are likely to be impacted the most (Imrana, 2019; EIEWG, 2020).

Moreover, as revealed by the National Population Commission (NPC) (2011) and Imrana (2019), the out-of-school population in the world amount to 57million, out of which more than 10 million who do not receive basic primary education exist in Nigeria. On this note, not only that primary education stood as a basic right in Nigeria, also it has been made free and compulsory by the federal and state governments. Categorically, the free and compulsory primary education policy by the Nigerian government implies no school fee would be paid by any child eligible for primary education in all public schools in the country. Imrana (2019) further elaborates that the school fees include other levies imposed by school authorities and costs of acquiring school uniforms, books and texts, transport fares etc., which ordinarily instills a significant challenge to many children in accessing basic primary education in the country. This situation however, has been revealed to be more rampant in the North Eastern Nigeria, which is known to have the lowest rate of primary school enrollment or attendance and poor education infrastructure nationwide, as well as high rate of illiteracy, with 72% unable to read after completing primary education (Coinco and Morris, 2017; Isokpan and Durojaye, 2016; NBS, 2018).

In addition, it is longer breaking news that the poor situation of primary education in the North Eastern Nigeria has been aggravated by nearly 10 years of insurgency caused by Boko Haram which has led to the damage of over 1,400 schools and death of over 2,000 teachers, and at the same time forcing over one million children out of school (Joda and Abdulraheed, 2015; Smith, 2014). Moreover, even with the initiation of the Home Grown School Feeding (HGSF) programme and the estimated ₦679 million spent by the Federal Government of Nigeria in 2016 which aims to address the poor nutrition and health status of many children thereby improving their learning outcomes, to improve the enrolment of primary school children in Nigeria, and to reduce the current dropout rates from primary school which is estimated at 30%; yet, it is gathered that many children especially, under-five aged children are still malnourished and out of school, with covid-19 pandemic compounding the problem (Onwuzoo, 2020; HGSF, 2020).

Before the outbreak of covid-19 pandemic in Nigeria, the Boko Haram insurgency on its own also led to a protracted food security crisis which further weakened the education system in the prominent North Eastern States (i.e. Borno, Adamawa, and Yobe) that was already struggling to attain significant school attendance and learning outcomes at the primary school level prior to the onset of the insurgency (Coinco and Morris, 2017). The United Nations International Children's Emergency Fund (UNICEF) (2015) estimated that the insurgency by Boko Haram led to over 37% of Internal Displaced Persons (IDPs) which have significantly increased the number of out-of-school children between the age of 6 and 17 years of age in Borno, Adamawa, and Yobe states of the North Eastern Nigeria.

However, as posited by Coinco and Morris (2017), the security situation seems to have significantly improved in many areas of Borno, Adamawa, and Yobe states since early 2016 and decision-makers in both government and Non-Governmental Organizations (NGOs) are beginning to turn their attention from emergency response to early recovery in these areas of the North Eastern Nigeria. Imrana (2019) added that as part of the urgent response by the government, only 27% of the 2016 Humanitarian Response Plan (HRP) that targeted

school-aged children have been reached with primary education support, leaving the remaining 73% of the target group unattended to. Now, from the pre-pandemic with its existing poor situation of the education sector in the north east, what would be the state of primary education and its economic implications in the present health crisis of the covid-19 pandemic, which has resulted to the indefinite closure of all schools in Nigeria, especially in the North East? This crucial issue need to be addressed as it is already assumed by many scholars and policy makers that the closure of schools as a result of covid-19 pandemic, especially in the north eastern Nigeria would be restricted to numerous socio-economic constraints related to basic primary education. Among others include the fact that the closure of schools may have a severe impact for disadvantaged children and their families including interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work (Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, and Alsayed, 2020).

In addition, school performance by primary school children in the north eastern Nigeria may seem to hinge critically on maintaining close relationships with teachers, as this may be true for children from poor or disadvantaged backgrounds, who may not have the parental support needed to learn on their own; working class parents are more likely to miss work during schools' closure in order to attend to the needs of their children, thereby incurring wage loss in many instances and negatively impacting productivity in the economy; in the case of adopting online learning as a quick response to undisturbed learning, lack of access to technology or reliable internet access may be very expensive to afford for disadvantaged children and families which will be an obstacle to continued learning (UNESCO, 2020; Onwuzoo, 2020; CDC, 2020). Onyema, et al (2020) and Ahmadu, Usiju, Ibrahim, Adiel, Tumba, Rimamchika, and Solomon (2012) opined that many children would likely be affected by increased food insecurity and malnutrition especially in the north eastern Nigeria, where most of them rely on free or discounted meals at schools (i.e. Home Grown School Feeding Programme) provided by the government.

Therefore, it is on this note that this study seeks to shed light on the social and economic implications of covid-19 pandemic on primary education activities in Nigeria, especially in Borno and Adamawa States of the North East region. According to the mechanisms of the Humanitarian Response Plan (HRP) of EIEWG (2020), Borno and Adamawa states among others are best known to have the most vulnerable groups of children to be impacted the most by covid-19 on primary education, of which about 400,000 children among the Internal Displaced Persons (IDPs) attending some form of learning in the camps and host communities will be affected by the stoppage of learning activities due to covid-19 pandemic. Hence, it is crucial to examine the socio-economic implications of covid-19 pandemic on primary education in north-eastern Nigeria. Specifically, the study seeks to examine the perception of covid-19 in Borno and Adamawa states, to examine the extent to which covid-19 pandemic has affected primary school children, to examine the extent to which covid-19 pandemic has affected primary education workforce, and to ascertain the challenges of distance learning programmes by government for continuous learning during covid-19 pandemic in Borno and Adamawa states.

II. LITERATURE REVIEW

In this period of the global pandemic which is associated with covid-19 otherwise known as the coronavirus disease and its adverse effect on all sectors of world economies most especially in the education sector, various scholars have emerged to ascertain how covid-19 pandemic has affected the education sector in Nigeria and Africa in general.

Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, and Alsayed (2020) investigated the impact of COVID-19 on education in Nigeria, Bangladesh, India and Saudi Arabia. Data were collected through structured questionnaires administered to 200 respondents that consisted of teachers, students, parents, and policy makers selected from these countries. The collected data were analyzed using STATA/Regression. Their findings revealed that COVID-19 has adverse effects on education including, learning disruptions, and decreased access to education and research facilities, Job losses and increased student debts. Their findings also showed that many educators and students relied on technology to ensure continued learning online during the coronavirus pandemic. However, they also indicated that online education was hindered by poor infrastructures including, network, power, inaccessibility and unavailability issues and poor digital skills.

Di Pietro, Biagi, Costa, Karpiński, and Mazza (2020) used existing literature and evidence from recent international data (Eurostat, PISA, ICILS, PIRLS, TALIS) to assess the likely impact of covid-19 on education in European countries. Their reports attempted to gain a better understanding of how the covid-19 crisis may affect students' learning. They also looked at the different direct and indirect ways through which the virus, and the measures adopted to contain it, may impact children's achievement. The study revealed that on average, students will suffer a learning loss. They suggested that covid-19 will not affect students equally, that it will influence negatively both cognitive and non-cognitive skills acquisition, and may have important long-term consequences in addition to the short-term ones.

However, in reference to Africa, Olaitan, Abdullahi, Tolorunju, Akinjo, and Ogunjemilua (2020) assessed the impact of covid-19 on education in Sub-Saharan Africa. From their descriptive analysis, it was

revealed that as of 29th June, Sub-Sahara Africa has reported 382,190 cases of covid-19. And in rejoinder to the virus epidemic, several Sub Sahara African governments implemented the resolution to slam learning institutions to enclose the infection. Consequently, advanced schooling institutions obliged to reorganize their loom, becoming more digitally become forward, and changing to online platforms.

In addition, Owusu-Fordjour, Koomson, and Hanson (2020) accessed the impact of Covid-19 on learning on Ghanaian students. They study employed a descriptive survey design in which 11 item Likert-scale type of questionnaires was administered to 214 respondents mainly students in the second cycle and tertiary institutions of Ghana. They employed the simple random sampling technique in selecting the respondents for the study. Their findings revealed some challenges students encounter in the close down of schools due to the outbreak of the pandemic covid-19, among which include that students are unable to study effectively from the house thus, making the online system of learning very ineffective. The findings also revealed that parents are incapable of assisting their wards on how to access online learning platform, neither can they entirely supervise the learning of their children at home without any complications. It came to light in their study that the pandemic really has had a negative impact on their learning as many of them are not used to effectively learn by themselves. In addition, the e-learning platforms rolled out also poses challenge to majority of the students because of the limited access to internet and lack of the technical knowhow of these technological devices by most Ghanaian students.

In the Nigerian sphere, Ogunode (2020) examined the effects of covid-19 schools close down on academic programme of senior secondary schools in Abaji Area Council of Federal Capital Territory, Abuja, Nigeria. He adopted a survey research design for the study with a structured questionnaire where a total number of eight (8) secondary schools and (80) teachers were sampled. Findings from study revealed that 80(100%) of the respondents strongly agreed that COVID-19 Schools close down would affect the academic programme of Senior Secondary Schools; 80(100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of internal and external examinations reduction in investment on education; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of teaching and learning in Schools; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of senior secondary schools and 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in Senior Secondary Schools.

In addition, Aina and Abdurrahman (2020) based their article on mitigating the impact of the covid-19 pandemic on the teaching and learning of science in Nigerian higher institutions. They argued that conventional strategies of teaching are not adequate for teaching science during the pandemic because of the lockdown and social distancing. They were of the view that e-learning would be the best alternative: however, the various modes of e-learning required face-to-face lecturing, which may not be possible at this period. In light of this, they believed the Google Classroom framework, which has been in vogue in many countries of the world could be the best. They also reviewed the benefits of Google Classroom based on the countries that had used the method.

Ogunode, Abigeal, and Lydia (2020) examined the impact of the COVID-19 pandemic school close down on higher institutions in Nigeria. They used secondary data to analyze their study. Their findings revealed the following as the impact of covid-19 on higher institutions which include reduction of international education, disruption of academic calendar of higher institutions, cancellation of local and international conferences, creating teaching and learning gap, loss of man power in the educational institutions, and cut in budget of higher education in Nigeria.

From the few reviewed studies, it is obvious that Covid-19 pandemic had led to some economic and societal consequences on the education sector. However, there are yet to be explored empirical studies on the effect of Covid-19 on stakeholders of primary education, most especially in Nigeria. As result, this gave rise to the inception of this study in a view of examining the socio-economic implications of Covid-19 pandemic on primary education in Nigeria, especially in the North Eastern region.

III. METHODOLOGY

Study Area, Population and Sample of Study

Borno and Adamawa states are among the thirty-six (36) states in Nigeria and located in the North-Eastern Nigeria. Borno State is one of the largest states of Nigeria which has an area of 57,799km² and a population of over 4,150,893 based on the 2006 Census. It borders the Republic of Niger to the north, Lake Chad (Republic of Chad) to the northeast, Cameroon to the east, and on the south and west it borders the Nigerian states of Adamawa, Gombe, and Yobe. Borno state consists of twenty-seven (27) Local Government Areas (LGAs) with Islam religion as their dominant faith being practiced. On the other hand, Adamawa State is also one of the largest states of Nigeria which has an area of 36,917km² and a population of over 3,168,101 based on the 2006 Census. It is bordered by the states of Borno to the northwest, Gombe to the west and Taraba

to the southwest, while its eastern border forms the national eastern border with Cameroon. It consists of twenty-one (21) LGAs. The major ethnic groups of Borno and Adamawa states consists of Babur/Bura, Fulani, Hausa, Kanakuru, Kanuri, Margi, Maffa, Ngweshe, and Shuwa.

The population of the study consists of various stakeholders of primary schools which include teachers, school administrators, and parents. These stakeholders were randomly selected from Maiduguri LGA and Mubi North LGA of Borno and Adamawa States respectively. Maiduguri and Mubi North were selected because, they had the highest number of confirmed cases of covid-19 in comparison to other LGAs in Borno and Adamawa states respectively, and based on the fact that they are most likely to be adversely affected the most. As of 15th May 2020, Borno state had the total of 190 confirmed cases of covid-19; where Maiduguri had 120 cases, Jere – 56 cases, Bui – 4 cases, Gwoza – 3 cases, Bayo – 3 cases, Damboa – 2 cases, and 1 from Konduga LGAs. Whereas, Adamawa state had the total of 21 confirmed cases of covid-19; where Mubi North had 8 cases, Girei – 3 cases, Mubi South – 2 cases, Yola North – 2 cases, Hong – 2 cases, Lamurde – 2 cases, and Yola South and Madagali LGAs had one case each (Borno State Ministry of Health, 2020; Adamawa State Ministry of Health, 2020). Therefore, the stakeholders of primary schools randomly selected to represent Borno and Adamawa states respectively for data sourcing and analysis totaled 586. Categorically, 300 respondents from Borno state and 286 respondents from Adamawa state were randomly selected.

The sample size for the study which totaled 399, is determined using the Taro Yamane formula. This formula uses the normal approximation with a 95% confidence level and 5% error tolerance. The formula is given as follows:

$$n = \frac{N}{1 + N(e)^2}$$

where: *n* is sample size, *N* is population, *e* is desired margin of error. The Bowley’s proportional allocation statistics is used to determine the proportion of sample for respondents in Borno and Adamawa states in the total sample. Hence, 204 sample is selected from the Borno state, while 195 is selected from Adamawa state.

Method of Data Collection and Analysis

The data were sourced from primary source with the use of structured questionnaires and interviews. The questionnaires were administered to stakeholders of primary schools in Borno and Adamawa states that were selected. A five point Likert scale type questions were used to get the needed information from the respondents, mainly Strongly Agree [5], Agree [4], Undecided [3], Disagree [2], and Strongly Disagree [1]. The data gathered was analyzed using Statistical Package for Social Science (SPSS) which was presented using percentages, tables, and frequency distribution.

IV. DISCUSSION OF RESULTS

Table 1: Demographic Characteristics of Respondents

Demographic Variable	Grouping	Number of Respondents (Borno)	Number of Respondents (Adamawa)	Total Number of Respondents (n = 399)	Percentage
Category of Respondent	Teacher	120	112	232	58%
	School	15	17	32	8%
	Administrator	69	66	135	34%
	Parent	204	195	399	100.0
	Total				
Sex of Respondents	Male	120	97	217	54%
	Female	84	98	182	46%
	Total	204	195	399	100.0
Age of Respondents	18 – 20	6	5	11	3%
	21 – 30	34	36	70	17%
	31 – 50	96	90	186	47%
	51 and above	68	64	132	33%
	Total	204	195	399	100.0
Category of Primary School	Public	186	184	370	93%
	Private	18	11	29	7%
	Total	204	195	399	100.0

Source: Authors’ Field Survey, 2020.

Table 1 presents the demographic characteristics of respondents in Borno and Adamawa states. It shows that 58% of the respondents were teachers in both states, 8% of the respondents were school administrators, while 34% of the respondents were parents. Therefore, it implies that majority of the respondents were teachers in Borno and Adamawa States. It also shows that 54% of the respondents were males, while 46% were females, which indicates that majority of the respondents were male in Borno and Adamawa States; although, in Adamawa State only, majority of the respondents were females.

The table further shows that 3% of the respondents in both states were between the ages of 18-20 years old; 17% of the respondents were between the ages of 21-30years old; 47% of the respondents were between the ages of 31-50years old; while 33% of the respondents were between the ages of 51 and above years old. Therefore, it implies that majority of the respondents ranges from 31-50years of age, which also indicates that most of the teachers, parents and other school workers in Borno and Adamawa States are middle-aged men and women who either work in primary schools or have children that attend such schools. The table also shows that 93% of the respondents either works in public primary schools or have children that attend public primary schools; while 7% of the respondents either works in private primary schools or have children that attend private primary schools. Therefore, it implies that majority of the respondents either works in public primary schools or have children that attend public primary schools in Borno and Adamawa States.

Table 2: The Perception of Covid-19 in Borno and Adamawa States

S/n	Items	Borno State (n=204)					Adamawa State (n=195)					Total (n=399)
		SA	A	U	D	SD	SA	A	U	D	SD	
1.	I'm aware of Covid-19 virus.	116 (29%)	88 (22%)	0	0	0	103 (26%)	92 (23%)	0	0	0	399
2.	Covid-19 is a communicable respiratory disease that can be spread from person to person through infected air droplets during coughing and sneezing.	114 (28%)	87 (22%)	3 (1%)	0	0	103 (26%)	91 (23%)	1 (0%)	0	0	399
3.	Children and School workers have contacted Covid-19 virus in my area.	0	0	13 (3%)	89 (22%)	102 (26%)	0	0	16 (4%)	85 (21%)	94 (24%)	399
4.	Covid-19 can be prevented through hand washing, wearing of face masks, and social distancing.	99 (25%)	75 (19%)	26 (6%)	4 (1%)	0	94 (24%)	78 (19%)	22 (6%)	1 (0%)	0	399

Source: Author's Field Survey, 2020.

From Table 2, it reveals that majority of respondents in both states strongly agree of being aware of Covid-19 virus. Specifically, 29% and 22% of the respondents strongly agree and agree respectively of being aware of Covid-19 virus in Borno State, while 26% and 23% of the respondents strongly agree and agree respectively of being aware of Covid-19 virus in Adamawa state. The table also reveals that majority of respondents in both states strongly agree to understand that Covid-19 is a communicable respiratory disease that can be spread from person to person through infected air droplets during coughing and sneezing. Specifically, 28%, 22%, and 1% of the respondents strongly agree, agree, and undecided respectively on this note in Borno State, while 26% and 23% of the respondents strongly agree and agree to understand that Covid-19 is a communicable respiratory disease that can be spread from person to person through infected air droplets during coughing and sneezing of being aware of Covid-19 virus in Adamawa State. It also reveals that majority of the respondents in both states strongly disagree that children and school workers have contacted covid-19 virus in their area of location. Specifically, 3%, 22%, and 26% of the respondents undecided, disagree, and strongly disagree respectively on this note in Borno state, while 4%, 21%, and 24% of the respondents undecided, disagree, and strongly disagree respectively that children and school workers have contacted covid-19 virus in their area of location in Adamawa State.

Finally, Table 1 reveals that majority of the respondents in both states strongly agree that covid-19 can be prevented through hand washing, wearing of face masks, and social distancing. Specifically, 25%, 19%, 6%, and 1% of the respondents strongly agree, agree, undecided, and disagree on this note in Borno State, while 24%, 19%, and 6% of the respondents strongly agree, agree, and undecided that covid-19 can be prevented through hand washing, wearing of face masks, and social distancing in Adamawa State.

Table 3: Impact of Covid-19 Pandemic on Primary School Children

S/n	Items	Borno State (n=204)					Adamawa State (n=195)					Total (n=399)
		SA	A	U	D	SD	SA	A	U	D	SD	
1.	All primary schools have been shut down as a means of containing the spread of Covid-19 in my area.	123 (31%)	81 (20%)	0	0	0	117 (29%)	78 (20%)	0	0	0	399
2.	The performance of primary school children will be affected negatively during school shut down.	82 (21%)	95 (24%)	19 (5%)	8 (2%)	0	83 (21%)	89 (22%)	15 (4%)	6 (1%)	2 (0%)	399
3.	School feeding programme by the government has been suspended since the closure of schools in my area.	102 (26%)	88 (22%)	12 (3%)	2 (1%)	0	92 (23%)	85 (21%)	18 (4%)	0	0	399
4.	Disadvantaged school children have been forced into child labour as a means of feeding and survival during Covid-19 school shut down.	50 (13%)	74 (19%)	46 (11%)	22 (5%)	12 (3%)	59 (15%)	68 (17%)	35 (9%)	18 (4%)	15 (4%)	399
5.	Basic health care services for children has been disrupted since most health centers and classrooms are used as isolation centers for the containment of Covid-19.	41 (10%)	85 (21%)	19 (5%)	35 (9%)	24 (6%)	44 (11%)	58 (15%)	20 (5%)	47 (12%)	26 (6%)	399
6.	Primary school children have access to both offline and online learning materials as an alternative to continuous learning during Covid-19 lockdown.	15 (5%)	26 (6%)	26 (6%)	81 (20%)	56 (14%)	23 (6%)	25 (6%)	35 (9%)	64 (16%)	48 (12%)	399
7.	The closure of schools has expose most children without proper childcare to various social vices.	35 (9%)	57 (14%)	56 (14%)	43 (11%)	13 (3%)	30 (8%)	40 (10%)	66 (16%)	35 (9%)	24 (6%)	399

Source: Author's Field Survey, 2020.

From Table 3, it reveals that majority of respondents in both states strongly agree that all primary schools have been shut down as a means of containing the spread of covid-19 in their area of location; specifically, 31% and 20% of the respondents strongly agree and agree respectively on this note in Borno State, while 29% and 20% of the respondents strongly agree and agree respectively on this note in Adamawa state. The table also reveals that majority of respondents in both states agree that the performance of primary school children will be affected negatively during school shut down; specifically, 21%, 24%, 5% and 2% of the respondents strongly agree, agree, undecided, and disagree respectively on this note in Borno State, while 21%, 22%, 4% and 1% of the respondents strongly agree, agree, undecided, and disagree respectively on this note in Adamawa State. It also reveals that majority of the respondents in both states strongly agree that school feeding programme by the government has been suspended since the closure of schools in their location; specifically, 26%, 22%, 3% and 1% of the respondents strongly agree, agree, undecided, and disagree respectively on this note in Borno State, while 23%, 21% and 4% of the respondents strongly agree, agree, and undecided respectively on this note in Adamawa State.

The table shows that majority of the respondents in both states agree that disadvantaged school children have been forced into child labour as a means of feeding and survival during covid-19 school shut down; specifically, 13%, 19%, 11%, 5% and 3% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 15%, 17%, 9%, 4% and 4% of the respondents

strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa State. It also shows that majority of the respondents in both states agree that basic health care services for children has been disrupted since most health centers and classrooms are used as isolation centers for the containment of covid-19; specifically, 10%, 21%, 5%, 9% and 6% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 11%, 15%, 5%, 12% and 6% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa State.

The table reveals that majority of the respondents in both states disagree that primary school children have access to both offline and online learning materials as an alternative to continuous learning during Covid-19 lockdown; specifically, 5%, 6%, 6%, 20% and 14% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 6%, 6%, 9%, 16% and 12% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa State.

Lastly, the table shows that majority of the respondents in both states were undecided on the fact that closure of schools has expose most primary school children without proper childcare to various social vices; specifically, 9%, 14%, 14%, 11% and 3% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 8%, 10%, 16%, 9% and 6% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively that closure of schools has expose most primary school children without proper childcare to various social vices in Adamawa State.

Table 4: Impact of Covid-19 Pandemic on Primary Education Workforce

S/n	Items	Borno State (n=204)					Adamawa State (n=195)					Total (n=399)
		SA	A	U	D	SD	SA	A	U	D	SD	
1.	The closure of schools due to Covid-19 pandemic has reduced the economic performance of primary school teachers and workers in my area.	89 (22%)	64 (16%)	25 (6%)	15 (4%)	11 (3%)	64 (16%)	58 (15%)	32 (8%)	25 (6%)	16 (4%)	399
2.	Primary school workers have been induced to receive incomplete or no salaries which has negatively affected their source of living and care for family members.	66 (17%)	85 (21%)	24 (6%)	13 (3%)	16 (4%)	70 (18%)	64 (16%)	9 (2%)	37 (9%)	15 (4%)	399
3.	Primary school teachers and other workers have been laid off due to the inability to pay salaries during school shut down.	32 (8%)	25 (6%)	12 (3%)	70 (18%)	65 (16%)	25 (6%)	26 (7%)	32 (8%)	50 (13%)	62 (15%)	399
4.	Covid-19 school shut down have induced primary school workers to seek other sources of livelihood such as farming and trading in my area.	86 (22%)	60 (15%)	25 (6%)	21 (5%)	12 (3%)	78 (20%)	60 (15%)	30 (7%)	12 (3%)	15 (4%)	399
5.	There is tendency to increase school fees debts by school administrators and induce pressure on parents when schools re-open from the Covid-19 lockdown.	52 (13%)	46 (12%)	58 (15%)	20 (5%)	28 (7%)	48 (12%)	38 (9%)	56 (14%)	26 (6%)	27 (7%)	399

Source: Author's Field Survey, 2020.

From Table 4, it reveals that majority of the respondents in both states strongly agree that the closure of schools due to covid-19 pandemic has reduced the economic performance of primary school teachers and workers in my area; specifically, 22%, 16%, 6%, 4% and 3% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 16%, 15%, 8%, 6% and 4% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa state. It also shows that majority of the respondents in both states strongly agree and agree that primary school workers have been induced to receive incomplete or no salaries which has negatively affected their source of living and care for family members; specifically, 17%, 21%, 6%, 3% and 4% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 18%, 16%, 2%, 9% and 4% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa state.

The table shows that majority of the respondents in both states disagree and strongly disagree that primary school teachers and other workers have been laid off due to the inability to pay salaries during school shut down; specifically, 8%, 6%, 3%, 18% and 16% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 6%, 7%, 8%, 13% and 15% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa state. It reveals that majority of the respondents in both states strongly agree that covid-19 school shut down have induced primary school workers to seek other sources of livelihood such as farming and trading in their location; specifically, 22%, 15%, 6%, 5% and 3% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 20%, 15%, 7%, 3% and 4% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa state.

Lastly, it also reveals that majority of the respondents in both states were undecided on the fact that there is tendency to increase school fees debts by school administrators and induce pressure on parents when schools re-open from the covid-19 lockdown; specifically, 13%, 12%, 15%, 5% and 7% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 12%, 9%, 14%, 6% and 7% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively that there is tendency to increase school fees debts by school administrators and induce pressure on parents when schools re-open from the covid-19 lockdown in Adamawa state.

Table 5: Challenges of Distance Learning Programmes by Government for Continuous Learning During Covid-19 Pandemic in Borno and Adamawa States

S/n	Items	Borno State (n=204)					Adamawa State (n=195)					Total (n=399)
		SA (%)	A (%)	U (%)	D (%)	SD (%)	SA (%)	A (%)	U (%)	D (%)	SD (%)	
1.	Lack of internet facilities and poor digital/ICT skills by teachers has contributed to the lack of access to online learning programme for continuous teaching during Covid-19 school closure.	85 (21%)	80 (20%)	14 (4%)	15 (4%)	10 (3%)	60 (15%)	54 (13%)	12 (3%)	44 (11%)	25 (6%)	399
2.	Poor electricity and inadequate internet access has contributed to lack of access to online learning programme for continuous teaching during Covid-19 school closure.	90 (22%)	86 (21%)	10 (3%)	12 (3%)	6 (2%)	75 (19%)	66 (16%)	15 (4%)	23 (6%)	16 (4%)	399

Source: Author’s Field Survey, 2020.

From Table 5, it reveals that majority of the respondents in both states strongly agree that lack of internet facilities and poor digital/ICT skills by teachers has contributed to the lack of access to online learning programme for continuous teaching during covid-19 school closure; specifically, 21%, 20%, 4%, 4% and 3% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 15%, 13%, 3%, 11% and 6% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Adamawa state. It also shows that majority of the respondents in both states strongly agree that poor electricity and inadequate internet access has contributed to lack of access

to online learning programme for continuous teaching during covid-19 school closure; specifically, 22%, 21%, 3%, 3% and 2% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively on this note in Borno State, while 19%, 16%, 4%, 6% and 4% of the respondents strongly agree, agree, undecided, disagree, and strongly disagree respectively that poor electricity and inadequate internet access has contributed to lack of access to online learning programme for continuous teaching during covid-19 school closure in Adamawa state.

V. DISCUSSION OF FINDINGS

In regard to the first objective of the study, results from Table 2 revealed that primary school teachers, administrators, and parents have a good perception and high level of awareness of covid-19 virus in Borno and Adamawa States. They also had a good understanding that Covid-19 is a communicable respiratory disease that can be spread from person to person through infected air droplets during coughing and sneezing, and that it can be prevented through hand washing, wearing of face masks, and social distancing; they also revealed that no children and school worker have contacted covid-19 virus in their area of location; and they all had a good understanding that covid-19 can be prevented through hand washing, wearing of face masks, and social distancing in the North Eastern Nigeria.

In regard to the second objective of the study, results from Table 3 revealed that all primary schools have been shut down as a means of containing the spread of covid-19 in Borno and Adamawa states. It also revealed that the performance of primary school children will be affected negatively during school shut down. This is based on the fact that primary school children being exempted or inadequately involved in learning activities because of covid-19 schools closure will make them hinge critically on maintaining close relationships with their teachers. Findings also revealed that schools closure as a result of covid-19 has stopped the school feeding programme by the government in Borno and Adamawa states, which was meant to address the poor nutrition and health status of many children thereby improving their learning outcomes, and to improve the enrolment of primary school children in Nigeria, especially from disadvantaged homes. The findings also revealed other effects of covid-19 pandemic on primary school children which include the fact that disadvantaged school children have been forced into child labour as a means of feeding and survival during covid-19 school shut down; basic health care services for children has been disrupted since most health centers and classrooms are used as isolation centers for the containment of covid-19; and that primary school children lack access to both offline and online learning materials as an alternative to continuous learning during covid-19 school lockdown in the North Eastern Nigeria.

In addition, in regard to the third objective of the study, findings revealed that the closure of schools due to covid-19 pandemic has reduced the economic performance of primary school teachers and workers in Borno and Adamawa states. It also revealed that the closure of schools as a result of covid-19 pandemic has resulted primary school workers to be induced to receive incomplete or no salaries which has negatively affected their source of living and care for family members, which has also made them seek other source of livelihood such as farming and trading. This is based on the fact that the impact of covid-19 pandemic has made government place more of its spending priority on the containment of the virus and the general health sector than the welfare of education workers in the North Eastern Nigeria.

Lastly, in regard to the fourth objective of the study, findings revealed some challenges by stakeholders of primary education that has affected distance learning programmes by government for continuous learning during covid-19 pandemic. The challenges include the fact that lack of internet facilities and poor digital/ICT skills by teachers, poor electricity and inadequate internet access has contributed to the lack of access to online learning programme for continuous teaching during covid-19 school closure in the North Eastern Nigeria.

VI. CONCLUSION AND RECOMMENDATIONS

Since the inception of Covid-19 pandemic, also known as coronavirus which started in the city of Wuhan, China in December 2019, the economies of the world irrespective of the level of acclaimed development are today overwhelmed by the ravaging dreaded coronavirus disease. As a result, there is no doubt that the pandemic has affected educational systems worldwide including Nigeria, leading to the near total closures of educational institutions including primary schools, with an attempt to contain and reduce the spread of coronavirus. In extension, it is expected that this move will have far-reaching economic and societal consequences on all stakeholders in the education sector. It is evident from this study that Nigeria could not escape from the adverse effect of Covid-19 pandemic most especially in primary education. From the findings of the study, it is evident that the primary schools have been shut down which will negatively affect the performance of school children in the north eastern Nigeria. It also revealed that there has been a suspension of school feeding programme by the government which was meant to address the poor nutrition and health status of many children thereby improving their learning outcomes, and to improve the enrolment of primary school children in Nigeria, especially from disadvantaged homes. It also revealed that most disadvantaged primary

school children have been forced into child labour as a means of feeding and survival during covid-19 school shut down. The study also revealed that primary education workforce in the north eastern Nigeria have been induced to receive incomplete or no salaries which has negatively affected their source of living and care for family members, and has also made them seek other source of livelihood such as farming and trading, among others.

Based on the findings of the study, the following recommendations were made:

First, government should provide effective emergency funding programs that will respond to the plight of school children who cannot afford the online learning facilities in order to improve their learning performance. In addition, government should also provide emergency fund transfer and effective palliatives that will take care of the suspended school feeding programme, as this will discourage disadvantaged children from participating in child labour and other social vices.

Secondly, government should provide effective and efficient palliatives for school workers and households affected by salary shortfalls and other welfare needs. There should also be increased spending by government on education infrastructures, especially on online education to minimize the adverse effect of Covid-19 on school closures.

In addition, government should enroll teachers in basic online and ICT training programmes in order to improve the extension of physical teaching and research activities to the online network among school children. For proper participation of online learning activities, government should ensure basic facilities such as computers, effective internet access, and other online gadgets are provided in every schools for proper and uninterrupted learning activities.

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