

Perception of Undergraduate Students on the Impact of COVID-19 Pandemic on Higher Institutions Development in Federal Capital Territory Abuja, Nigeria

by

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Abstract

The aim of this study is to find out the perception of undergraduate students on the impact of covid-19 pandemic on higher education development in Federal Capital Territory, Abuja, Nigeria. This study adopted the descriptive research design of the survey type. The study population comprised all higher institutions in FCT, Nigeria. Out of this population, a sample of two higher institutions was taken and selected through the stratified random sampling technique. Out of the 2,05,878 undergraduate students, 200 undergraduate students made up of final years students were selected from the sampled two higher institutions. The method of selection was also through the stratified random sampling technique. The instrument used to collect data for the study was a questionnaire titled “Perception of Undergraduate Students on the Impact of COVID-19 Pandemic on Higher Institutions Development Questionnaire. The questionnaire was in two parts A and B. Part A was demographic. The reliability of instrument was determined using the test-retest reliability techniques. The instruments were administered through the use online medium. Data collected were analyzed using simple percentage and Chi-square test was used to test the hypotheses. Result collected and analyzed showed that; 100% of the respondents agreed that Covid-19 pandemic affects the academic calendar of higher institutions; 90.5% of the respondent agreed that Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020; 94.5% of the respondents agreed that Covid-19 pandemic have relationship with reduction of manpower in higher institutions; 100% of the respondents agreed that Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions and 89% of the respondents agreed that online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic.

Keyword: undergraduate, COVID-19 pandemic, higher institution

Introduction:

According to the World Health Organization (WHO), coronaviruses are a family of viruses that cause illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). These viruses were originally transmitted from animals to people. SARS, for instance, was transmitted from civet cats to humans while MERS moved to humans from a type of camel. Several known coronaviruses are circulating in animals that have not yet infected humans. The name coronavirus comes from the Latin word corona, meaning crown or halo. Under an electron microscope, the looks like it is

surrounded by a solar corona. The novel coronavirus, identified by Chinese authorities on January 7 and since named SARS-CoV-2, is a new strain that had not been previously identified in humans. Little is known about it, although human-to-human transmission has been confirmed.

Chinese health authorities are still trying to determine the origin of the virus, which they say likely came from a seafood market in Wuhan, China where wildlife was also traded illegally. On February 7, Chinese researchers said the virus could have spread from an infected animal species to humans through illegally-trafficked pangolins, which are prized in Asia for food and medicine. Scientists have pointed to either bats or snakes as possible sources of the virus.

According to the WHO, signs of infection include fever, cough, shortness of breath and breathing difficulties. In more severe cases, it can lead to pneumonia, multiple organ failure and even death. Current estimates of the incubation period - the time between infection and the onset of symptoms - range from one to 14 days. Most infected people show symptoms within five to six days. However, infected patients can also be asymptomatic, meaning they do not display any symptoms despite having the virus in their systems. (Wikipedia, 2020)

The number of fatalities from the new coronavirus has overwhelmingly surpassed the toll of the 2002-2003 SARS outbreak, which also originated in China. SARS killed about 9 percent of those it infected - nearly 800 people worldwide and more than 300 in China alone. MERS, which did not spread as widely, was more deadly, killing one-third of those infected. As of April 4, more than 60,000 people worldwide have died of COVID-19, the highly infectious respiratory disease caused by the coronavirus. The number of people who have tested positive for COVID-19 has exceeded 1 million, according to data compiled by Johns Hopkins University. While the new coronavirus is more widespread than SARS in terms of case numbers, the mortality rate remains considerably lower at approximately 3.4 percent, according to the WHO. Scientists around the globe are racing to develop a vaccine but have warned it is not likely one will be available for mass distribution before 2021. There have been five global health emergencies since 2005 when the declaration was formalized: swine flu in 2009, polio in 2014, Ebola in 2014, Zika in 2016 and Ebola again in 2019.

As of April 13, more than 70,000 people worldwide have died of COVID-19, the highly infectious respiratory disease caused by the coronavirus. The number of people who have tested positive for COVID-19 has exceeded 1 million, according to data compiled by Johns Hopkins University.

Countries around the world are scrambling to halt the spread of the coronavirus pandemic. This outbreak of covid-19 is a global health emergency, the WHO said on January 30, raising the alarm further on March 11 when it declared the crisis a pandemic. (Wikipedia, 2020)

Presently, COVID-19 has spread to about 200 Countries in the World including Nigeria. Nigeria is a country located in West Africa. The official name of the country is the Federal Republic of Nigeria. The country has a population of 188,462,640 people, making it the 7th most populous country in the world. In terms of area, it is the 32nd largest country at 356,669 square miles. The country is a federal presidential republic with a president and vice president. The capital city is Abuja. On 28 January 2020, the Federal government of Nigeria assured citizens of the country of its readiness to strengthen surveillance at five international airports in the country to prevent the spread of coronavirus. The government announced the airports as Enugu, Lagos, Rivers, Kano and the FCT. The Nigeria Centre for Disease Control also announced same day that they had already set up coronavirus group and was ready to activate its incident system if any case emerged in Nigeria. On 31 January 2020, following the developments of COVID-19 pandemic in mainland China and other countries worldwide, the federal government

of Nigeria set up a Coronavirus Preparedness Group to mitigate the impact of the virus if it eventually spreads to the country. On the same day, the World Health Organization listed Nigeria among other 13 African countries identified as high-risk for the spread of the virus. (Wikipedia, 2020)

On 27 February, Nigeria confirmed its first case in Lagos State, an Italian citizen who works in Nigeria had returned on 25 February from Milan, Italy through the Murtala Muhammed International Airport, fell ill on 26 February and was transferred to Lagos State Biosecurity Facilities for isolation and testing. Presently, Nigeria is having 199 covid-19 cases, two death and twenty recovered. In order to contain the spread of the virus in Nigeria, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down and allow students to go home as cases of reported COVID-19 increased to 13. The Permanent Secretary in the Ministry of Education, Sonny Echono, told reporters on 19 March that the directive was part of the country's overall strategy to contain the spread of the virus. Nigeria joins the growing list of countries in Africa which have closed schools and universities. Before the official announcement by the permanent secretary, most universities had already sent their students home. (Wikipedia, 2020)

Education is administered by the federal, state and local governments. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education. School education is largely the responsibility of state (secondary) and local (elementary) governments. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa, are the language of instruction in the earliest years of basic instruction; they are replaced by English in Grade 4.

Nigeria's education system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). According to Nigeria's latest National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education.

At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, and vocational and technical education. The academic year typically runs from September to July. Most universities use a semester system of 18 – 20 weeks. Others run from January to December, divided into 3 terms of 10 -12 weeks.

The National Policy on Education (FGN, 2004), defines Higher Education as the Post - Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. According to Ogunode (2019) the objectives of higher education in Nigeria includes: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;□the development of the intellectual capacities of individuals to understand and appreciate environment;□the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2004). The National Policy on Education again stated that higher educational institutions should pursue these goals through: teaching, research, the dissemination of existing and new information, the pursuit of

service to the community; and by being a store-house knowledge (FGN, 2004). The Nigeria higher education system comprised of universities, polytechnics, and colleges offering programmes in teacher education and agriculture. Higher education is a community of scholars, free to pursue knowledge without undue interference from anywhere.

Federal Capital Territory is the capital of Nigeria. The Capital city is host to many higher institutions. The direction that all educational institutions in Nigeria should be shut down and allow students to go home as a measure to contain the spread of the virus. This paper is aim to find out the perception of undergraduate students on the impact of COVID-19 pandemic on higher institutions development in Federal Capital Territory, Abuja, Nigeria.

Literature Review:

Impact of COVID-19 ON Higher Education:

There are few publication and limited paper on the impact of COVID-19 pandemic on education. Among the few is that of UNESCO (2020) that submitted that most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 89% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners.

The temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic across the World has negative effect on students learning. According to Simon Burgess & Hans (2020) cited Carlsson et al. (2015) consider a situation in which young men in Sweden have differing number of days to prepare for important tests. These differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills. The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e. 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence'). This submission is also supported by Simon Burgess & Hans (2020) who cited Lavy (2015), who estimates the impact on learning of differences in instructional time across countries. Perhaps surprisingly, there are very substantial differences between countries in hours of teaching. For example, Lavy shows that total weekly hours of instruction in mathematics, language and science is 55% higher in Denmark than in Austria. These differences matter, causing significant differences in test score outcomes: one more hour per week over the school year in the main subjects increases test scores by around 6% of a standard deviation. In our case, the loss of perhaps 3-4 hours per week teaching in Mathematics for 12 weeks may be similar in magnitude to the loss of an hour per week for 30 weeks. So, rather bizarrely and surely coincidentally, we end up with an estimated loss of around 6% of a standard deviation again. Leaving the close similarity aside, these studies possibly suggest a likely effect no greater than 10% of a standard deviation but definitely above zero.

The temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic across the World also has affected the higher education sector in many ways. Here are some of the effects we have already seen or expect to see in the coming weeks and months:

To reduce the spread of coronavirus, many universities have suspended any on-campus activities like lectures. Where possible, classes are being held online. Exams and thesis defenses may be postponed or held in different formats, which may delay the award of degrees.

Many countries are already restricting entry at their borders, and only nationals or permanent residents are allowed in unless there are important reasons. How this will affect foreign students in autumn 2020 is still unclear, but you should follow developments closely so you can plan ahead.

Actions taken against COVID-19 can impact education in a way that delays the award of high school diplomas or degrees. This in turn may mean that, when you apply for a study programme, you technically do not meet all requirements. It is possible that universities will adapt to this scenario because this will affect a large number of first-year students.

Because the pandemic is affecting not only teaching, but also administration and the eligibility of applicants, it is possible that universities will make changes to their admissions processes, and postpone application deadlines. Please check the website of your desired institution(s) regularly for any updates. Sources <https://www.study.eu/article>.

According to the Institute of International Education, three-quarters of American colleges and universities have reported the negative impact of COVID-19 on recruitment this year. It is important to keep in mind that 370,000 students, or 33.7% of America's total international students, are from China. Decreased enrolment of Chinese students has already impacted the economies of Australia, New Zealand and Canada. Source (World University Facebook News,2020)

In a survey of more than 2,000 students from Africa, Asia and Australia, conducted by QS, nearly three in 10 said their plans had changed due to the virus. It is impossible to estimate what percentage of the students responding to this survey would have studied in China. Source (World University Facebook News,2020)

Research Objectives:

This paper is aim to find out the perception of undergraduate students on the impact of COVID-19 pandemic on higher institutions development in Federal Capital Territory, Abuja, Nigeria. The specific objectives are:

- i. To find out if Covid-19 pandemic affects the academic calendar of higher institutions
- ii. To find out if Covid-19 pandemic have impact on funding of higher institutions
- iii. To find out if Covid-19 pandemic have impact on reduction of manpower in higher institutions
- iv. To find out if Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions
- v. To find out if online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic

Research Questions:

The following research questions were formulated to direct the study:

- i. Does COVID-19 pandemic affect the academic calendar of higher institutions?

- ii. Does COVID-19 pandemic have any effect on implementation of higher institutions financial budget for 2020?
- iii. Does COVID-19 pandemic have any relationship on reduction of manpower in higher institutions?
- iv. Does COVID-19 pandemic have relationship with the cancelation of academic conferences of higher institutions?
- v. Is online education alternative measures for conversional in class teaching and learning for future occurrences of any pandemic?

Research Hypotheses:

Based on the research questions raised, four hypotheses to test the hypotheses:

H0: There is no significant relationship between covid-19 and higher institutions academic calendar postponement

H1: There is significant relationship between covid-19 and higher institutions academic calendar postponement

Methodology:

Descriptive research design of the survey type was adopted for the study. The study population comprised all higher institutions FCT, Abuja, Nigeria. Out of this population, a sample of two higher institutions was taken and selected through the stratified random sampling technique. Out of the 105,878 undergraduate students, 200 undergraduate students made up of final years students of the two selected higher institutions. The method of selection was also through the stratified random sampling technique. These students were the respondents in the study. We employed the use of questionnaire as instrument for collecting data for the study which was titled “Perception of Undergraduate Students on the Impact of COVID-19 Pandemic on Higher Institutions Development Questionnaire. The questionnaire was in two parts A and B. Part A was demographic. It elicited information on the personal data relating to the bio-data of the respondents such as the name, School name, School location, level and sex. Part B consisted of five items questions. Section A elicited information on the perception of undergraduate students on the impact of COVID-19 pandemic on higher institutions development Educational Management and Test and Measurement who examine the instrument to determine whether or not they measured what they were supposed to measure. Their comments were used to correct items in the instrument before they were administered to the respondent.

The reliability of instrument was determined using the test-retest reliability techniques. In doing this, the questionnaire was administered to fifty respondents outside the study area. After period of two weeks, the instruments were re-administered to the same respondents. The data collected on the two tests were collated and analyzed using the Pearson Product Moment Correlation analysis. A reliability coefficient of 0.76 was obtained indicating that, the instrument was reliable for the study.

The instruments were administered through the use online medium. E-copy questionnaire were sent to the respondents through their emails. The respondents email were collected from their various institutions through their faculty and department. E- returned were received from 200 respondents. The data collected from the respondents were collated and analyzed using frequency

counts, percentages and Pearson Product Moment Correlation analysis. The hypothesis generated from the research question was tested at 0.05 alpha levels.

Analysis of Result:

Research Question one: Does Covid-19 pandemic affects the academic calendar of higher institutions?

Table 1 Responses on if COVID-19 Pandemic Affects the Academic Calendar of Higher Institutions

No	Item	Yes	%	No	%	Total
1	Does COVID-19 pandemic affect the academic calendar of higher institutions?	200	100	-	-	200[100]

Result collected from result question on revealed that 100% of the respondents ticked yes that Covid-19 pandemic affects the academic calendar of higher institutions. This implies that the majorities of the respondents agreed that Covid-19 pandemic affects the academic calendar of higher institutions.

H₀: There is no significant relationship between covid-19 and higher institutions academic calendar postponement

H₁: There is significant relationship between covid-19 and higher institutions academic calendar postponement

Table 2 Relationship between challenges and quality assurance in Nigerian tertiary institutions

Variables	N	Df	r-cal	r-table	Result
X	200	198	0.999	0.195	Significant
Y	200				

The table above showed that the r calculated is 0.999 which is greater than the t calculated of value 0.195. This means that there is significant relationship between challenges and quality assurance in Nigerian tertiary institutions.

Research Question two: Would Covid-19 pandemic have effect on implementation of higher institutions financial budget for 2020?

Table 3 Responses on if Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020

No	Item	Yes	%	No	%	Total
1	Does COVID-19 pandemic have any effect on implementation of higher institutions financial budget for 2020?	181	90.5	44	9.5	200[100]

Research question two result showed that 90.5% ticked yes that COVID-19 pandemic would affect on implementation of higher institutions financial budget for 2020 while 9.5% ticked No that Covid-19 pandemic would not have effect on implementation of higher institutions

financial budget for 2020. This means that the majorities of the sampled students agreed that Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020.

Research Question three: Does Covid-19 pandemic have any relationship on reduction of manpower in higher institutions?

Table 4 Responses on if COVID-19 pandemic have any relationship on reduction of manpower in higher institutions

No	Item	Yes	%	No	%	Total
1	Does Covid-19 pandemic have any relationship on reduction of manpower in higher institutions?	189	94.5	21	5.5	200[100]

Research question three result showed that 94.5% ticked Yes that Covid-19 pandemic have relationship with reduction of manpower in higher institutions while 5.5% ticked No that Covid-19 pandemic has no relationship with reduction of manpower in higher institutions. This means that the majorities of the sampled students agreed that Covid-19 pandemic has relationship with reduction of manpower in higher institutions.

Research Question four: Does Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions?

Table 5 Responses on if Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions

No	Item	Yes	%	No	%	Total
1	Does Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions?	200	100	-	-	200[100]

Research question four result showed that 100% ticked Yes that Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions. This means that the majorities of the sampled students agreed that Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions

Research Question five: Is online education alternative measures for conversional in class teaching and learning for future occurances of any pandemic?

Table 6 Responses on if online education is alternative measures for conversional in class teaching and learning for future occurances of any pandemic

No	Item	Yes	%	No	%	Total
1	Is online education alternative measures for conversional in class teaching and learning for future occurances of any pandemic?	178	89	22	11	200[100]

Result collected from result question five revealed that 89% of the respondents ticked yes that online education alternative measures for conversional in class teaching and learning for future occurances of any pandemic while 11% of the respondents ticked No that online education is not

alternative measures for conversional in class teaching and learning for future occurrences of any pandemic. This implies that the majorities of the respondents agreed that online education alternative measures for conversional in class teaching and learning for future occurrences of any pandemic.

Discussion of Result:

To find out if COVID-19 pandemic affects the academic calendar of higher institutions:

Result collected from result question on revealed that 100% of the respondents ticked yes that COVID-19 pandemic affects the academic calendar of higher institutions. This implies that the majorities of the respondents agreed that COVID-19 pandemic affects the academic calendar of higher institutions. This finding is in agreement of the submission of Ehile (2020) that observed that while the safety measures announced by African governments in relation to the closing of educational institutions and the banning of gatherings have a negative impact on the continuation of teaching, learning and research activities of higher education institutions, it could also be seen as an opportunity.

To find out if COVID-19 pandemic would have effect on funding of higher institutions 2020 Budget:

Research question two result showed that 90.5% ticked yes that Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020 while 9.5% ticked No that Covid-19 pandemic would not have effect on implementation of higher institutions financial budget for 2020. This means that the majorities of the sampled respondents agreed that Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020. Cseaafrica (2020) submitted that the Nigerian federal budget for the 2020 fiscal year was prepared with significant revenue expectations but with contestable realizations. The approved budget had projected revenue collections at N8.24 Trillion, an increase of about 20% from 2019 figure. The revenue assumptions are premised on increased global oil demand and stable market with oil price benchmark and oil output respectively at \$57 per barrel and 2.18 Million Barrels Per Day. The emergence of COVID-19 and its increasing incidence in Nigeria has called for drastic review and changes in the earlier revenue expectations and fiscal projections. Compared to events that led to recession in 2016, the current state of the global economy poses more difficulties ahead as the oil price is currently below US\$30 with projections that it will dip further going by the price war among key players in the industry. Unfortunately, the nation has grossly underachieved in setting aside sufficient buffers for rainy days such as it faces in the coming days. In addressing these daunting economic challenges, the current considerations to revise the budget downward is inevitable. The implication of revising the budget downward will directly affects the education budget of the country which expertise have described as inadequate.

To find out if Covid-19 pandemic have impact on reduction of manpower in higher institutions:

Research question three result showed that 94.5% ticked yes that Covid-19 pandemic has led to reduction of manpower in higher institutions while 5.5% ticked No that Covid-19 pandemic has not led to reduction of manpower in higher institutions. This means that the majorities of the sampled respondents agreed that Covid-19 pandemic has led to reduction of manpower in higher

institutions. This finding is line with the report of worldometers.info (2020) that reported that COVID-19 is responsible for the death of over 74,431 persons across the world. This people are from different professions including the teaching profession. According to the Department of Education and the South African Democratic Teachers' Union have sent their condolences to the family of a teacher who died of COVID-19 complications. The Loudoun County Health Department also reported the first death of a hospitalized patient who tested positive for COVID-19. The patient, a woman in her 70s, died of respiratory failure Wednesday night as a result of COVID-19. She was a former first grade teacher who was working as a reading tutor at two Ashburn elementary schools. In April 3, 2020, the New York City, a beloved Brooklyn elementary school teacher has died from complications of COVID-19.

Testing of Hypothesis:

H₀: There is no significant relationship between covid-19 and higher institutions academic calendar postponement

H₁: There is significant relationship between covid-19 and higher institutions academic calendar postponement

Table 7 Hypothesis

Variables	N	Df	r-cal	r-table	Result
X	200	198	0.999	0.195	Significant
Y	200				

The table above showed that the r calculated is 0.999 which is greater than the t calculated of value 0.195. This means that there is significant relationship between covid-19 and higher institutions academic calendar postponement.

To find out if Covid-19 pandemic have relationship with the cancelation of academic conference of higher institutions:

Research question four result showed that 100% ticked Yes that Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions. This mean that the majorities of the sampled students agreed that Covid-19 pandemic has led to the cancelation of academic conferences in higher institutions.

To find out if online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic:

Result collected from result question five revealed that 89% of the respondents ticked yes that online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic while 11% of the respondents ticked No that online education is not alternative measures for conversional in class teaching and learning for future occurrences of any pandemic. This implies that the majorities of the respondents agreed that online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic. This result is in line with Ehouan (2020) that submitted that the Association of African Universities (AAU) has called upon universities in Africa to move “urgently” to

implement alternative methods of delivering teaching and learning using technology and other distance learning techniques in the wake of the closures of higher education institutions to limit the spread of COVID-19.

Conclusion and Recommendation:

The aim of this study is to find out the perception of undergraduate students on the impact of covid-19 pandemic on higher education development in Federal Capital Territory, Abuja, Nigeria.

Result collected and analyzed established that there is significant relationship between COVID-19 pandemic and higher institutions academic calendar postponement. The result also showed the following:

100% of the respondents agreed that Covid-19 pandemic affects the academic calendar of higher institutions;

90.5% of the respondent majorities of the sampled agreed that Covid-19 pandemic would have effect on implementation of higher institutions financial budget for 2020;

94.5% of the respondents agreed that Covid-19 pandemic have relationship with reduction of manpower in higher institutions;

100% of the respondents agreed that Covid-19 pandemic have relationship with the cancelation of academic conferences of higher institutions and

89% of the respondents agreed that online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic.

Based on this findings, the paper recommends the following;

= The government should direct all school administrators in Federal Capital Territory to come up with academic plans that will help the students to cover the missed lessons.

= The government should ensure all higher institutions are provided with infrastructural facilities that can enable the schools to adjust to online education in case of any pandemic in future.

The government should ensure that the education budget for 2020 are full implemented because education is one of the most important sector that must be given priority in the period of time.

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