

CULTURAL REORIENTATION AND NIGERIAN EDUCATION SYSTEM IN A COVID-19 PRONE SOCIETY.

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Abstract

The outbreak of COVID 19 pandemic worldwide really shook the world, especially the socio-economic system as a whole and the Nigeria education system in particular wasn't left out. The halt on school activities brought about the need for a cultural reorientation on the already existing educational Culture in Nigeria society. Using the method of critical analysis the researcher finds out that Nigeria educational system is out dated hence cannot withstand this imminent crisis. The researcher suggests that a cultural reorientation that would introduce an educational system which would accommodate the latest innovations and inventions, such as online classes and all aspects of e-learning be put in place.

Key words: COVID 19, Nigeria educational system, Cultural re-orientation.

INTRODUCTION

The outbreak of COVID 19 pandemic mocked the already existing educational system in Nigeria and rendered the world socio-economic system almost helpless for months as we all went I to hiding for months. The culture of education that emphasizes formal education under a formal institution and close interaction among students and teachers failed when the pandemic surfaced. Looking at the pandemic from a historical point of view it would be seen that the pandemic has caused a shift from the past way of doing things and has led humans to imagine their world a new.

The effect of COVID 19 on learners is unexpected and unplanned and this has given rise to a cultural reorientation. Due to massive and unexpected closure, affected communities and countries have been forced to seek quick fixes in different digital learning plat forms (Jandric 2020).

The current educational system of Nigeria can best be described using Philip Strong's (1990) model of epidemic Psychology consisting of three consecutive and overlapping epidemics, those of fear, explanation, and action.

The fear of the effect of COVID 19 pandemic has led to different state of mind of different people and therefore has brought about a swift shift from classroom to technology based education this being the action taken is therefore one which should be sustained as it has proven to be the answer to our long buried educational problems. But if this must be done it must be

done rightly and a proper orientation of this concept and the correct process to be taken should be put in place.

If the educational system must survive in a COVID 19 prone society then the emergency switch from a classroom based teaching should be well inculcated and internalized in the educational system to ensure the sustainability of education.

Cultural Re-Orientation

Re-orientation is the action of changing the focus or direction of something. Re-orientation is the act of figuring out again where you are in relation to your environment, or changing direction. It entails figuring out where you presently are, and putting pointing yourself to the right direction. It is about rethinking and maybe changing the way you approach something, like an idea or a project. Cultural re-orientation can be said to mean a redirection from an already existing act or culture to a more effective culture, especially when the existing culture is no longer effective

COVID-19 Pandemic

On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase 2020). The novel corona virus was initially named 2019-nCoV and officially as severe acute respiratory syndrome corona virus 2 (SARSCoV-2). As of February 26, COVID- 19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO 2020). 2.2. Viral Etiology According to recent research, similar to SARS-CoV and Middle East respiratory syndrome corona virus (MERS-CoV), SARSCoV-2 is zootoxic, with Chinese horseshoe bats (*Rhinolophus sinicus*) being the most probable origin. Also The Chinese Preventive Medicine Association (2020) accounted pangolins as the most likely intermediate host of the virus. 2.4. Clinical Symptoms Most of patients with COVID-19 represent relatively serene cases. According to recent studies, and relevant data from the National Health Commission of China (2020), the proportion of severe cases among all patients with COVID-19 in China was around 15% to 25%. Majority of patients experienced fever and dry cough, while some also had shortness of breath, fatigue, and other atypical symptoms, such as muscle pain, confusion, headache, sore throat, diarrhea, and vomiting.

Among patients who underwent chest computed tomography (CT), most showed bilateral pneumonia, with ground-glass opacity and bilateral patchy shadows being the most common patterns. Among hospitalized patients in Wuhan, around one-fourth to one-third developed serious complications, such as acute respiratory distress syndrome, arrhythmia, and shock, and were therefore transferred to the intensive care unit. In general, older age and the existence of underlying co-morbidities (e.g., diabetes, hypertension, and cardiovascular disease) were associated with poorer prognosis. Covid-19 Diagnosis and Treatment The diagnosis of COVID-19 can be based on a combination of epidemiologic information (e.g., a history of travel to or residence in affected region 14 d prior to symptom onset), clinical symptoms, CT imaging

findings, and laboratory tests (e.g., reverse transcriptase polymerase chain reaction [RT-PCR] tests on respiratory tract specimens) according to standards of either the WHO (2020) or the National Health Commission of China (2020). It should be mentioned that a single negative RT-PCR test result from suspected patients does not exclude infection. Clinically, we should be alert of patients with an epidemiologic history, COVID-19–related symptoms, and/or positive CT imaging results. So far, there has been no evidence from randomized controlled trials to recommend any specific anti-nCoV treatment, so the management of COVID-19 has been largely supportive (WHO 2020). Currently, the approach to COVID-19 is to control the source of infection; use infection prevention and control.

Nigeria Educational System Challenges in a COVID-19 Prone Society: Need For Cultural Re-Orientation

The Nigeria educational system before the pandemic is best described as one which centers on teacher students' interaction. The Nigerian education starts from primary to tertiary level and students are in most cases at all levels expected to be in a formal institution before this education takes place, the physical education which involves interaction between students and teachers was affected due to the fact that the virus being Infectious in nature considering its mode of transmission became a big challenge and detrimental to the health of teachers and people respectively.

The present state of education can best be described using Philip Strong's (1990) model of epidemic Psychology consisting of three consecutive and over lapping epidemics, those of fear, explanation and action. Strong uses "epidemic" as a metaphor representing collective psychology crisis. The first aspect involves an epidemic of fear and opens up a question;"how can the educational system and Individual learners cope with the current situation". The second aspect is an epidemic of explanation and moralization:"people are unable to decide whether if a new disease or a new outbreak is trivial or whether it is really something enormously important and the swing backward and forward from one state of mind to another"(Strong 1990:254). At the same time, different actors in administrative position provide their account of how to make sense of the situation and ensure the continuation of teaching and learning. The parents are devastated and understand better the value of education, different individuals take to social media to make sense of the situation.

The third aspect is an epidemic of action. This clearly explains how educational institutes in the world switched swiftly from a class room based lecture to digital plat forms. The impact on learners is unprecedented: On 9th April 2020, there are over 1,500,000,000 students worldwide from primary to tertiary level who cannot attend school (UNESCO 2020).

Educational Technology: In Response to Nigeria COVID Prone Society.

UNICEF Nigeria response team to corona virus designed a framework according to a specific need resulting from COVID19 crisis. This framework is to give partners concrete information on the impact of the pandemic so far on the educational sector and further suggest ideas of how they can support in term prevention, how they can continue to support learners during the pandemic lockdown. According to UNICEF Nigeria, there were three strategic selected objectives linked to the COVID19 main consequence on school system: School closure: Before, during and after (School reopening) the school closure.

First was a plan to prevent spread and transmission of corona virus through and among learners, teachers, parents and School Based Management Committee. Secondly was to Mitigate/Minimize the impact of school closure due to COVID19 on learning and wellbeing of learners, teachers and parents through alternatives solution. Lastly was to ensure effective, inclusive and safe return to quality learning for learners and teachers. As at April, 2020 many states in Nigeria has employed educational technologies to ensure the continuity of education in their area.

Educational technology is the combined use of computer hardware, software and educational theory and practice to facilitate learning. The importance of technology in education is undoubtedly the ability to reach more students more efficiently. After all technology is all around us and only continues to expand in its many uses.

Technology when brought into the classroom broadens access to Education employing a wide range of learning styles and degree option. Besides technology being a more workable system in the face of crisis it provides a platform for professional in the monitoring of individual development and innovative lesson planning and the students who learn through technology can create a set of skills that will help them throughout their own future careers.

Below are some educational technology software that can bring to life an educational system that can withstand any form of crisis;

1. Kahoot:

Students and teachers can create an interactive questionnaire minutes, using a series of multiple choice questions. Kahoot is best played in a group setting, as player answers questions on their individual devices with the results displayed on a shared screen to unify the lesson or game.

2. Trello:

This project management tool is a great way for educators to teach students early on how to stay organized and to streamline their assignments. Students can use Trello themselves to create workflow charts, teachers can use it to track student's progress, it if can be used by both teachers and students to collaborate on a project.

3. Near pod:

Teachers can easily upload existing lessons quizzes, polls etc. and access student responses in real time. The lessons are easy to download and customize, choosing from thousands that suit your student's needs.

4. Prezi:

Prezi's one of a kind open canvas lets you organize and customize your presentation or you organize and customize your presentation, or you can choose from millions of business, marketing, sales, and education templates, among others.

5. Class Dojo:

Some of the features of class Dojo's all inclusive app include classroom music, a classroom timer, a random group generator, a morning meeting app, and a random student selector

Conclusion

The cost of Education in Nigeria has significantly reduced with the options like Open University which eliminates the need to buy textbook and travel far. This type of institution allows scholars to access articles from the University database. During the COVID19 pandemic many schools created an online chat room for various subjects and encourage students to log on to copy their notes and listen to teachers pre recorded classes, some media houses launched satellite channels to release academic teaching s although not all homes could afford a satellite subscription network.

Schools like Bowen University Iwo, Osun State immediately updated their ICT facility to establish a platform that could reach out to students and they were able to teach and conduct exams using this plat form as they were able to view the faces of their students at the convenience of their home to ensure no one is helping them write the exams. This innovative approach has proven to be more reliable and brings a promising future for education in a Covid prone society.

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