

Impact of COVID-19 on Educational Planning in Federal Capital Territory, Abuja, Nigeria.

¹Ogunode Niyi Jacob, ²Jegede Deborah, ³Audu Elizabeth I., ⁴Adah Samuel

^{1,2,3}University of Abuja
Email: Ogunodejacob@gmail.com

ABSTRACT

This study investigated the impact of COVID-19 on educational planning in Federal Capital Territory, Abuja. Adopted for this study was descriptive survey research design by the researchers. The population of the study comprised all educational planners in federal Capital Territory, Abuja. The sample for the study was 120 educational planners selected from 10 educational institutions handling planning of education in the Territory. The sample was drawn through randomly and proportionate random sampling techniques. The researchers used self-developed instrument. A four point adapted Likert-scale of measurement was used thus: Strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The reliability of the instrument was established through test-retest method. The responses of the respondents were presented in simple statistical table and analysed using Mean ($\bar{x}$) and Standard Deviation. In taking decision on the research questions, mean scores for 2.50 and above were deemed as agreed, accepted or positive while those below 2.50 were regarded as negative and unaccepted/disagreed responses. The result obtained shows that Covid-19 have affected educational planning in Federal Capital Territory, Abuja, planning hours were affected as a result of early closure of educational institutions across the Nation, majority of planners in Nigeria lack e-planning facilities to enable planners interact with their colleagues and continue with planning processes during COVID-19, educational data on schools were unable to access it as a result of close down and poor implementation of planned programme could be attributed to covid-19 school closure/lockdown.

Keywords: Impact. Covid-19, Education, Planning.

ABSTRAK

Studi ini menyelidiki dampak COVID-19 pada perencanaan pendidikan di Wilayah Ibu Kota Federal, Abuja. Yang diadopsi untuk penelitian ini adalah desain penelitian survei deskriptif oleh para peneliti. Populasi penelitian terdiri dari semua perencana pendidikan di Wilayah Ibu Kota federal, Abuja. Sampel untuk penelitian ini adalah 120 perencana pendidikan yang dipilih dari 10 institusi pendidikan yang menangani perencanaan pendidikan di Territory. Pengambilan sampel dilakukan dengan teknik random sampling dan proporsional random sampling. Para peneliti menggunakan instrumen yang dikembangkan sendiri. Skala Likert yang diadaptasi empat poin digunakan sebagai berikut: Sangat setuju (SA), setuju (A), tidak setuju (D), sangat tidak setuju (SD). Reliabilitas instrumen ditentukan melalui metode tes-tes ulang. Tanggapan responden disajikan dalam tabel statistik sederhana dan dianalisis menggunakan Mean ($\bar{x}$) dan Standar Deviasi. Dalam pengambilan keputusan atas pertanyaan penelitian, skor rata-rata untuk 2.50 ke atas dianggap setuju, diterima atau positif sedangkan yang di bawah 2.50 dianggap sebagai tanggapan negatif dan tidak diterima / tidak setuju. Hasil yang diperoleh menunjukkan bahwa Covid-19 telah memengaruhi perencanaan pendidikan di Wilayah Ibu Kota Federal, Abuja.

Kata kunci: Dampak. Covid-19, Pendidikan, Perencanaan.

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, it 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 (Ogunode 2020, Aiyedun, & Ogunode, 2020, Ogunode, Ahaotu & Ayisa 2021).

The COVID-19 pandemic since its outbreak in 2019 in China has affected the world economy. Zethembe (2020) observes that the unexpected Covid-19 pandemic outbreak affected various sectors of the economy and every single aspect of human life, not only in developing countries but across the world (Bacher-Hicks et al., 2020; Johnson et al., 2020; Raaper & Brown, 2020; Wargadinata et al., 2020). Coke-Hamilton (2020) and Ogunode (2020b) observe that the COVID-19 pandemic and the measures put in place to curtail its spread are taking a heavy toll on the tourism sector. According to the United Nations World Tourism Organization (UNWTO), the COVID-19 pandemic will result in a contraction of the tourism sector by 20 to 30% in 2020.

The Coronavirus (COVID-19) pandemic that swept across the globe about a year now, has not only had a significant impact on public health, society, and the economy as a whole, it has also wreaked havoc on the sporting calendar (Ogunode 2020a, Gough, 2020). In a bid to stem the spread of the virus, many professional and amateur leagues across all continents and

sports took the unprecedented step to postpone or suspend their seasons on the advice of the CDC to avoid gatherings of large numbers of people (Ogunode, 2020a). The United Nations Trade and Development Agency (UNCTAD) put the cost of the outbreak at about \$2 trillion in 2020. Most central banks, finance ministries, and independent economic experts around the world have taken solace in the prediction that the impacts might be sharp but short-lived, and economic activities would return to normal thereafter (Guardian, 2020, Ogunode, 2020a).

In the educational institutions, the COVID-19 have affected the entire educational institutions (Ogunode, Ahaotu & Ayisa 2021, Ogunode, 2020a, Ogunode & Jegede 2021). There are many studies on impact of COVID-19 on education but no studies yet on impact of COVID-19 on educational planning. This study is bent to investigate the impact of COVID-19 on educational planning in Federal Capital Territory, Abuja.

LITERATURE REVIEW

Educational planning is the act of outlining the future objectives, programme and activities of education and identifying the means to achieving them. Educational planning is the process of drawing out the vision, goals and programme of education and defining the various ways of realizing them within the set time. Educational planning cover early child education, primary school education, junior secondary school education, secondary school education, higher education, special needs education, mass education, women education, Girl child education, adult education and Gender education. Educational planning also focus on manpower planning, plant planning, infrastructural facilities planning, student planning, curriculum planning, human resource planning and instructional materials planning.

Educational planning in Nigeria is done by the federal, states government and local government in agreement with various stakeholders in the educational system. The state government is saddled with the responsibilities of planning on how the national plan document will be implement

in their state while the local government authority also plan the implementation of the national plan document in the various local government councils.

Educational planning is done at the federal, states, local government and at the individual educational institutions. Educational planning is a continuous programme in the educational institutions. Educational planning is aimed at ensuring effective implementation of educational programme; to reduce wastage in the educational administration; to ensure effective allocation of resources; to ensure quality education, to ensure educational policies achieve its objectives and to avoid mismanagement of educational resources.

Educational planning is the key to the realization of educational objectives. Educational planning is the critical to the development of education. Educational planning is the bedrock upon which education depends to actualize its programme. Effective planning of education leads to effective implementation and failure to plan education lead to poor implementation. The development of educational system depend on the effective planning.

The outbreak of COVID-19 in 2019 affected all educational institutions (Ogunode 2020, Aiyedun, & Ogunode, 2020, Ogunode, Ahaotu & Ayisa (2021), include the educational planning because the safe measures designed prevented movement of human resources from one place to another. The safety measure have negative effective on all institutions in the World.

There are few investigation on impact of COVID-19 on different aspects of educational system. Among the few are that of Ogunode (2020) who carried out a study to investigate the impact of COVID-19 pandemic on higher institutions in FCT, Abuja, Nigeria. The result showed that respondents agreed that COVID-19 pandemic have led to the suspension of academic calendar of higher institutions in FCT, Abuja, larger percentage of the respondents believes that COVID-19 pandemic have led to the suspension of research programme of higher institutions in FCT, the majorities agreed that COVID-

19 pandemic have led to the suspension of community service of higher institutions in FCT, Abuja. This result also revealed that the respondents agreed that adoption of online education is the measure of reducing the impact of COVID-19 effects on higher institutions in Abuja.

Deborah (2020) also conducted a study 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 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.

Aiyedun, & Ogunode, (2020) did a study that investigated the effects of COVID-19 on the academic program of universities in Nigeria. Results of the findings showed that the COVID-19 pandemic has affected academic programs thereby leading to major disruptions in academic activities. Similarly, Ogunode & Jegede (2021) observed that the impact of the COVID-19 on the administration of primary school education include: suspension of teaching programme, suspension of internal examination, suspension of extra-curriculum programme, disruption of academic programme and inability to enroll new students into primary schools.

Ogunode, Ahaotu & Ayisa (2021) identified the following: suspension of internal and external examinations, disruption of academic programs, suspension of admission of new students at all levels of the educational system, suspension of teaching and learning

activities, research program, cancellation of conferences and proceeds, suspension of internal examination, loss of manpower in the educational institutions.

Iprojectmaster (2020) conducted a study that examined the impact of covid-19 on education in Nigeria. This study was guided by the following objectives; to examine the impact of Covid-19 virus Nigerian Education system, to determine the relationship between COVID 19 virus pandemic and education in Nigeria, to evaluate the awareness of COVID-19 virus among students in Nigeria, and to evaluate the aftereffect of Covid-19 pandemic on education system in Nigeria. The study findings revealed that the Covid-19 pandemic has a significant impact on education in Nigeria; based on the findings from the study, schools need resources to rebuild the loss in learning during the pandemic.

Muhammad (2021) also acknowledged that the national lockdown of educational institutions in Yobe State and across Nigeria have caused a major interruption in students learning; disruptions in an academic program, suspension of terminal examination, cancellation of internal and external examination (NECO and WAEC) and creating a gap in teaching and learning.

Owusu-Fordjour et. al. (2019) did a study that assessed the impact of Covid-19 on Ghana's teaching and learning. The study revealed some challenges students encounter in the closedown of schools due to the outbreak of the pandemic Covid-19: Students are unable to study effectively from the house thus, making the online system of learning very ineffective. Again, parents are incapable of assisting their wards on how to access the online learning platform, neither can they entirely supervise the learning of their children at home without any complications. It came to light that the pandemic really has had a negative impact on their learning as many of them are not used to effectively learn by themselves. The e-learning platforms rolled out also pose a challenge to the majority of the students because of the limited access to the internet and lack of the technical know-how of these technological devices by most Ghanaian students.

From the above literature reviewed, it is clear that there is a research gap on impact of COVID-19 on educational planning. This study is bent to investigate the impact of COVID-19 on educational planning in Federal Capital Territory, Abuja and fill the research gap.

METHODOLOGY

This study investigate the impact of COVID-19 on educational planning in Federal Capital Territory, Abuja. Adopted for this study was descriptive survey research design. The population of the study comprised all educational planners in federal Capital Territory, Abuja. The sample for the study was 120 educational planners selected from 10 educational institutions handling planning of education in the Territory. The sample was drawn through randomly and proportionate random sampling techniques. The researchers used self-developed instrument with six items titled " Impact of COVID-19 on Educational Planning Questionnaire" (ICEPQ) which was answered by educational planners used for the study. Both face and content validity were established by experts in the departments of educational management and tests and measurement in the Faculty of Education, Nasarawa state University. A four point adapted Likert-scale of measurement was used thus: Strongly agree (SA), agree (SA), disagree (D), strongly disagree (SD). The reliability of the instrument was established through test-retest method. This was done by administering the instrument twice within an interval of two weeks to 10 educational planners in two educational institutions which were not part of the sample used for the study but in other state closer to FCT. The two sets of responses were correlated using Pearson's Product Moment Correlation and a reliability coefficient of 0.82 was obtained. The responses of the respondents were presented in simple statistical table and analysed using Mean ($\bar{x}$) and Standard Deviation. In taking decision on the research questions, mean scores for 2.50 and above were deemed as agreed, accepted or positive while those below 2.50 were regarded as negative and unaccepted/disagreed responses.

Result and Analysis

Table 1. Effect of Covid-19 on educational planning in Federal Capital Territory, Abuja

S/ N	ITEMS	Mean ($\bar{x}$)	Std. deviation	Decision
1	Covid-19 will have a negative effect on the planning of education system in Nigeria	2.56	1.131	Agreed
2	Planning hours were affected as a result of early closure of educational institutions across the Nation	3.08	1.567	Agreed
3	Majority of planners in Nigeria lack e-planning facilities to enable planners interact with their colleagues	2.96	1.664	Agreed
4	Educational data on schools are unable to access it as a result of close down	2.78	1.299	Agreed
5	Covid-19 will have a negative effect funding of planning	2.07	0.948	Agreed
6	Poor implementation of planned programme could be attributed to covid-19 school closure/lockdown	3.15	1.115	Disagreed

Sectional Mean/ Std. Deviation = 2.77 / 1.29

Source: Survey, 2021

Table 1 confirmed the effect of post covid-19 on educational planning in Federal Capital Territory, Abuja. Data in item 1-5 agreed to the effects of covid-19 on educational planning in Nigeria while respondents disagreed with item No. 5 denotes that Covid-19 will have a negative effect funding of planning. The result collected indicated that Covid-19 will have a negative effect on educational planning in federal capital territory, Abuja, Nigeria, planning hours were affected as a result of early closure of educational institutions across the Nation, majority of planners in Nigeria lack e-planning facilities to enable planners interact with their colleagues and continue with planning processes, educational data on schools were unable to access it as a result of close down and poor implementation of planned programme could be attributed to covid-19 school closure/lockdown while Covid-19 will not a negative effect funding of educational planning.

DISCUSSION

The result obtained from table item I to five shows that Covid-19 has affected educational planning in Federal capital Territory, Abuja, Nigeria, planning hours were affected as a result of early closure of educational institutions across the territory, majority of planners in Nigeria lack e-

planning facilities to enable planners interact with their colleagues and continue with planning processes during COVID-19, educational data on schools were unable to access it as a result of close down and poor implementation of planned programme could be attributed to covid-19 school closure/lockdown.

CONCLUSION

The paper concludes that Covid-19 affected educational planning in Federal Capital Territory, Abuja, planning hours were affected as a result of early closure of educational institutions across the territory, majority of planners in Nigeria lack e-planning facilities to enable planners interact with their colleagues and continue with planning processes during COVID-19, educational data on schools were unable to access it as a result of close down and poor implementation of planned programme could be attributed to covid-19 school closure/lockdown.

RECOMMENDATION

Based on this finding, the following were recommended:

- The government should increase the funding of education planning in the state to all more investment in educational planning programme;
- The government should organize ICT training for all educational planners in Federal Capital Territory, Abuja to enable

the planners carry out their planning functions via online;
c) The government should provide ICT facilities to all department agencies and units handling planning responsibilities;

REFERENCES

- Aiyedun, T.G., & Ogunode, N.J. 2020. Effect of COVID-19 on academic program in universities in Nigeria. *Electronic Research Journal of Engineering, Computer and Applied Sciences*, 2, 193-201.
- Bacher-Hicks, A., Goodman, J., and Mulhern, C. 2020. *Inequality in household adaptation to schooling shocks: Covid-induced online learning engagement in real time*. No. w27555. National Bureau of Economic Research.
- Coke-Hamilton, P. 2020. *Impact of COVID-19 on tourism in small island developing states*. United Nations Conference on Trade and Development. Retrieved January 20, 2021 from <https://unctad.org/en/pages/newsdetails.aspx?Original>
- Guardian, G. (2020). *Minimising impact of COVID-19 crisis on Nigeria's economy*. Retrieved January 20, 2021 from <https://guardian.ng/business-services/minimising-impact-of-covid-19-crisis-on-nigerias-economy/>
- Gough, C., (2020). Coronavirus (COVID-19) disease pandemic effect on the sports industry - Statistics and Facts. Retrieved January 20, 2021 from <https://www.statista.com/topics/6098/impact-of-the-coronavirus-on-sport/>.
- Johnson, N., Veletsianos, G., and Seaman, J. 2020. US Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic. *Online Learning*, 24 (2): 6-21.
- Jegede, D. (2020) Perception of Undergraduate Students on the Impact of COVID-19 Pandemic on Higher Institutions Development in Federal Capital Territory Abuja, Nigeria. *Electronic Research Journal of Social Sciences and Humanities* Vol 2: Issue II
- IPProjectmaster. 2019. *Impact of covid-19 on education in Nigeria*. <https://www.iprojectmaster.com/EDUCATION/final-year-project-materials/the-impact-of-covid-19-on-education-in-nigeria>
- Muhammad A, A. 2021 Effects of Covid-19 on Students' Academic Performance in Senior Secondary Schools Chemistry in Gashua Town, Bade Local Government Area Yobe State, Nigeria. *Electronic Research Journal of Behavioural Sciences*, Volume 4 (2021)
- Owusu-Fordjour, C., Koomson, C. K., and Hanson, D. 2019. The impact of covid-19 on learning the perspective of the ghanaian student. *International journal of Educational Science and Research*, 6(1), 69-78
- Ogunode N., J. 2020. An Investigation into the Impact of COVID-19 Pandemic on Higher Institutions in FCT, Abuja, Nigeria. *Journal of Social Science, Education and Humanities journal homepage: https://www.sciworldpub.com/journal/JSSEH*
- Ogunode, N. J. 2020a. Impact of COVID-19 on Private Secondary School Teachers in F.C.T, Abuja, Nigeria. *Electronic Research Journal of Behavioural Sciences*, 3(2020):72-83.
- Raaper, R., & Brown, C. 2020. The Covid-19 pandemic and the dissolution of the university campus: Implications for student support practice. *Journal of Professional Capital and Community*, 5 (3-4):343-349. <https://doi.org/10.1108/JPCC-06-2020-0032>
- Ogunode N., J. & Jegede D, 2021. Impact of covid-19 on administration of primary school in Nigeria.

- International Journal on Integrated Education*, Volume 4, Issue I,P:191-199.
- Ogunode Niyi Jacob, Ahaotu Godwin Ndubuisi & Ayisa Cyprian Terfa 2021 Impact of the Covid-19 Pandemic on Nigerian educational institutions. *Electronic Research Journal of Engineering, Computer and Applied Sciences*. Volume 3 (2021)
- Wargadinata, W., Maimunah, I., Febriani, S. R. and Luluk, H. 2020. Mediated Arabic Language Learning for Higher Education in COVID-19 Situation. *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(1):59-78. Wikipedia. 2020. Impact of the 2019–20 coronavirus pandemic on education. https://en.wikipedia.org/wiki/Impact_of_the_2019%E2%80%9220_coronavirus_pandemic_on_education
- Zethembe, M. 2020. A Literature Review of E-Learning and E-Teaching in the Era of Covid-19 Pandemic. *International Journal of Innovative Science and Research Technology*, 5(10); 588- 597.