

and Consequences of Deviant Behaviour among Polytechnic Students in Oyo State, Nigeria

## Causes and Consequences of Deviant Behaviour among Polytechnic Students in Oyo State, Nigeria

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### Abstract

*This study investigated causes and consequences of deviant behaviour among polytechnic students in Oyo State. Descriptive survey design was adopted. The population is all polytechnic students in Oyo State, while the target population are selected students of Oke-Ogun polytechnic, Federal School of Surveying, and Polytechnic of Ibadan. Simple random sampling technique was used to select four hundred and nineteen respondents but four hundred and five were retrieved and analyzed. The instrument, titled: "Causes and Consequences of Deviant Behaviour Questionnaire" was used to elicit information from the respondents. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by poor parental relationship, negative mass media, and negative peer group influence. The study revealed that deviant behaviour leads to school dropout, poor academic performance and abuse of substances among polytechnic students. No significant differences were found on the causes of deviant behaviour among polytechnic students based on age and religion, and no significant difference were found on the consequences of deviant behaviour among polytechnic students based on age and religion. It was recommended that counsellors should regularly sensitize students with the right information on the causes and negative consequences of deviant behaviours. School administrators, lecturers and counsellors should work together in curbing deviant behaviour exhibited by students in schools.*

**Keywords:** Deviant behaviour, Causes, Consequences, Polytechnic students

### Introduction

Education is generally acceptable as a strong tool for inculcating desirable behaviour, positive values, skills and knowledge into learners. Parents send their children to school so that they can acquire good morals, skills and knowledge needed for them to be able to make maximum contribution to the development of the society. While at school, students are expected to develop a mutual relationship with their peers and teachers. Such type of relationship if existing between students and their teachers, can strengthen the bond between them and enhance their moral character. The level of



connectedness among students and other people they interact with at school can help provide warm support around the students and thus prevent them from engaging in deviant behaviours (Babatunde, 2016; Romina, 2019).

Deviance implies any behaviour or acts of an individual or groups that violate the social norms and are abhorred by many people in the society. Any behaviour or actions that deviates from the conventional norms are called deviants. Steven (2013) stated that deviance is seen by a lot of people as unacceptable and daunting behaviour because it constitutes a social problem. Oparaduru (2020) and Suleiman (2011) expressed that there are three main elements that described behaviour as deviance. These elements are: behaviours that impede an individuals' effective functioning in the society, behaviours that hinders an individual meeting his/her personal needs and behaviour that interferes negatively with the wellbeing of other members of the society.

Deviant behaviours in schools have reached an alarming rate, and it is an escalating problem among polytechnic students in Nigeria. This could be traced to the home and society. The attitude of students towards schooling cannot be left out as a negative attitude toward schooling in turn results to school dropout, absenteeism, school violence, sexual harassment, poor academic performance and deterioration of behaviours by many students in schools. Despite government interventions in reducing students' involvement in deviant behaviour, the problem persists and remain unresolved among polytechnic students. Hartl et al (2012) opined that some leading contributing factors to deviant behaviours are the negative projections from the mass media, negative peer group influence, widespread abuse of drugs and alcohol, the ease of access to weapons and a lack of strong punishment for school offenders.

According to Ibuchim (2016); Bolu-steve and Esere (2017) deviant behaviour is an act or conduct that does not conform with established rules of a society or group. It is a type of behaviour that significantly violates the expected rules and norms of the society. Deviant behaviour are attributed to poor family background, negative mass media, abuse of drugs and alcohol, negative peer influence, lack of essential needs, lack of social support, frustration from home, lack of moral and religious instructions, peer group influence, poor attitudes of teachers to work, lack of provision of basic social amenities like good housing, good schools and recreational facilities, emulation of bad role models, poor parenting, and high rate of poverty (Hartl et al, 2012). Mass media has a negative consequence on students, more specifically the violent content that are aired in the television or in cinemas. It is obvious that students and youths in general are easily influenced by the fictional movies and clips they see in the media more than what happens in the real life (Dibia & Nicholas, 2017).

Nicholas and Kennedy (2018) expressed that there are many cases of cultism, sexual abuse, vandalism, blackmail, threats and intimidations reported by instructors as well as school administrators. Nicholas and Kennedy affirmed that there is an increase in the rate of moral decadence among students as a result of indiscipline. Such acts of indiscipline among students have culminated into deviant behaviour. The environment in which students live can influence them, especially when there is lack of parental guidance and counselling. The school is a major and important environment where students interact with one another and develops great potentials and talents. When school instructors are not very observant and react to the undesired behaviours of these students in the classroom, it might lead them to engage in all forms of deviant behaviours in schools (Suleimen, 2011). Poor academic performance also predisposes students to



deviant behaviours. Olawale (2001) emphasized that behavioural problems are common among students that lack reading skills, and of low intelligence. Babatunde (2016) and Idris (2016) noted that some students resort to antisocial behaviours as a result of their inability to cope with the academic stress in schools.

Echebe (2010) and Steven (2013) traced the root causes of deviant behaviour in tertiary institutions to students' poor family backgrounds, effects of mass media and societal pressure/influence. Echebe (2010) asserted that students who come from abusive parents display characteristics of abusive persons. Such students for instance end up beating their fellow classmates without feeling any kind of remorse. On the other hand, students brought up by uncaring parents usually portray delinquent behaviours (Steven, 2013). They resort to criminal activities to achieve what they could not get from their parents. Charon (2007) was of the view that such students take part in criminal activities such as stealing, truancy, destruction of property, drug abuse, stealing, bullying, taunting, fighting, punching and boxing, beating, biting, and strangling. It may be verbal and this includes acts such as hurtful name-calling, teasing and gossip. It may be emotional in nature as rejection, terrorizing, ethnic affronts, isolation, ostracizing, manipulation and peer pressure. It could be sexual like sexual propositioning, sexual harassment and assault, pre-marital sex, homosexuality among others.

Deviant behaviours pose real threat to the physical and social survival of an individual within certain social environments or collective settings. It has a destructive or self-destructive orientation characterized by persistence and repetition. The consequences of deviant behaviour lead to stealing, truancy, disobedience to school authorities, parents and community at large, destruction of property, drug abuse and smoking, among others. Students can also engage in risky behaviour which include taking part in vandalism, stealing, getting involved in robbery, drug abuse, engaging in unsafe sex, joining bad gangs, climbing on the roof tops of public buses, engaging in individual or group fights among others. All these risky behaviours affect public order and a sense of safety (Njoroge & Karimi, 2020).

Deviant behaviours by students includes antisocial, delinquent, wrongful, aggressive, self-destructing, and suicidal acts. These acts may lead to various abnormalities in personal development. The consequences of deviant behaviour are related to conditions of upbringing, peculiarities of physical development and one's social environment. Gbadamosi (2003) opined that rules and regulations are not obeyed in most schools as there are many cases of examination malpractice, truancy, bullying, extortion, sexual offences, indecent dressing, negative behaviours, dishonesty and others. These ill-attitudes signify deviation from standard functionality of students' behaviours (Bolu-Steve & Esere, 2017). To this end, this study investigated causes and consequences of deviant behaviour among polytechnic students in Oyo State, Nigeria. This study becomes necessary especially in the wake of increased deviant behaviours among polytechnic students in Oyo State, Nigeria.

### **Statement of the Problem**

The involvement of students in deviant behaviours is of great concern to education stakeholders especially school counsellors. Deviant behaviours pose a serious threat to learning in most schools. Institutions where disruptive behaviour predominates, it becomes difficult for effective teaching and learning to take place smoothly. Students who are deviant or exhibit disruptive behaviours often threaten their



instructors, school authorities and even parents at home. This often leads to many demonstrations and destruction of school properties. An unsafe school environment is an eye sore to any institution and an inhibitor to learning and teaching. A lot of studies have been carried out on nature of deviant behaviour in Nigeria. For instance, Bolu Steve and Esere (2017) worked on strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State, Nigeria. Their findings revealed that deviant behaviours were caused by lack of effective parental upbringing, family instability and over-pampering of children. Patrick et al. (2020) investigated perception of students on the influence of behavioural counselling on deviant behaviours among secondary school students in Etche Local Government Area of Rivers State, Nigeria. Findings from the study revealed, among others that students perceived behavioural counselling as positively influencing deviant behaviour of students.

Njoroge and Karimi (2020) investigated influence of deviant behaviour on psycho-social well-being of students in public secondary schools in Kiambu County, Kenya. The study found that sexual molestation has no influence on psycho-social well-being of students but bullying and substance use have influence on psycho-social well-being of the students. Wangari (2020) researched on the perceived causes of deviant behaviour among secondary school students in Kiambu County, Kenya. It was revealed that majority of the teachers cited major causes of deviant behaviour among students as media/social media, over protection at home, broken homes and overloading at school, family conflicts, fear and failure, poverty, parental negligence and examination pressure. In spite of the earlier researches, different independent, dependent and moderating variables were considered. Different respondents and locations were used. Therefore, to the best knowledge of the researchers, no study has been done on causes and consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, this study intends to fill the gap left behind by earlier researchers.

### Research Questions

1. What are the causes of deviant behaviours among polytechnic students in Oyo state?
2. What are the consequences of deviant behaviours among polytechnic students in Oyo state?

### Research Hypotheses

1. There is no significant difference on the causes of deviant behaviour among polytechnic students on the basis of age
2. There is no significant difference on the consequences of deviant behaviour among polytechnic students on the basis of age.
3. There is no significant difference on the causes of deviant behaviour among polytechnic students on the basis of religion.
4. There is no significant difference on the consequences of deviant behaviour among polytechnic students on the basis of religion.

### Research Methodology

A study design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed. The research design was a quantitative type



therefore the researchers adopted descriptive survey method to gather relevant information. Ogunlade and Abiri (2006) defined descriptive method as preliminary step to be followed by researcher employing more vigorous control and more objective methods. The researchers therefore, considered descriptive survey method the most appropriate because it entails the use of direct observation in the collection of data used in finding out the causes and consequences of deviant behaviour among polytechnic students in Oyo State.

### Population, sample and sampling procedure

The population for this study particularly comprised all polytechnic students in Oyo State, Nigeria. In selecting a representative sample for this study, researchers adopted the multi-stage sampling technique. The population of students at Oke-Ogun polytechnic, Saki was 7, 000 (Source: Academic Affairs Units, 2021); Polytechnic of Ibadan, Ibadan was 15, 000 (Source: Directorate of the Student Affairs, 2021); while, the population of students at Federal School of Surveying, Oyo was 14, 700 (Source: Student Affairs Office, 2021). The total population of students in the selected institutions was 36,700. With reference to the Research Advisor (2006), a sample size of 381 respondents was recommended for the population of that magnitude. In order to cater for attrition, 10% of the sample size was added to make a total of 419 respondents.

At the first stage, one institution was purposively selected from each senatorial district. Federal School of Surveying, Oyo was selected from Oyo Central Senatorial District; Oke-Ogun Polytechnic, Saki was selected from Oyo North Senatorial District while Polytechnic of Ibadan, Ibadan was selected from Oyo South Senatorial District. At stage two, proportional sampling technique was used to select students in each institution involved in this study

**Table 1: Proportional Percentage of Students in the Targeted Schools in Oyo State.**

S/N	Institution	Targeted Population	Sample
1	Oke-Ogun Polytechnic	7,000	80
2	Polytechnic of Ibadan	15, 000	171
3	Federal School of Surveying	14, 700	168
	Total	36, 700	419

At third stage, simple random sampling technique was used to select 419 students without any form of bias in the study. Simple random sampling technique is a method in which each sampling unit or individual in the population has equal chances of being included in a desired sample.

### Instrumentation

The instrument for data collection was designed by the researchers adopting it from the literature review. The instrument was tagged: "Causes and Consequences of Deviant Behaviour Questionnaire (CCDBQ)". The instrument has three parts i.e. sections A, B and C. Section A dealt with personal information, section B dealt with causes of deviant behaviour while section C dealt with consequences of deviant behaviour, respectively. Sections B and C were patterned in line with four (4) point Likert type rating scale format of: Strongly Agree; Agree; Disagree; and Strongly Disagree. Mean scores up to 2.5 and above were accepted as the causes and consequences of deviant behaviour, while mean scores below 2.50 were regarded as not.



Validity was done by five experts in the Department of Educational Management, University of Ibadan. The reliability was also done and the instrument was administered twice on a group of students at Kwara State Polytechnic, Department of Business Administration at an interval of four weeks. The correlation of the two sets of scores using Pearson's Product Moment Correlation was considered and the reliability coefficient was 0.81. The null hypotheses generated were tested with Analysis of Variance (ANOVA) at the 0.05 level of significance.

### Demographic Data

This deals with the data collected. It represents the results of the study with relevant interpretation. Four hundred and nineteen copies of the questionnaire were administered to the respondents, but four hundred and five were returned and analyzed. The study revealed the causes and consequences of deviant behaviour among polytechnic students in Oyo state.

**Table 2: Distribution of Respondents by Age and religion**

Variable		Frequency	Percentage %
<b>Age</b>	16 – 20 years	95	23.5
	21 – 25 years	168	41.5
	26 – 30 years	64	15.8
	31 years and above	78	19.2
	<b>Total</b>	<b>405</b>	<b>100.0</b>
<b>Religion</b>	ATR	9	2.2
	Christianity	226	55.8
	Islam	170	42.0
	<b>Total</b>	<b>405</b>	<b>100.0</b>

Table 2 shows the distribution of demographic data of the respondents. The table reveals that 95 (23.5%) of the respondents were between 16-20 years, 168 (41.5%) of the respondents were between 21-25 years, 64 (15.8%) of the respondents were between 26-30 years and 78 (19.2%) were 31 years of age and above. The table also shows that 9 (2.2%) of the respondents were practising African Traditional religion, 226 (55.8%) of the respondents were Christians while 170 (42%) of the respondents were Muslims.

**Research Question 1:** *What are the causes of deviant behaviour among polytechnic students in Oyo State?*

**Table 3: Mean and Rank Order of Causes of Deviant Behaviour among Polytechnic Students in Oyo State**

S/N	In my own opinion, deviant behaviour is caused by:	Mean	Rank
1	poor parental relationship	3.97	1 <sup>st</sup>
8	Negative mass media	3.88	2 <sup>nd</sup>
6	Negative peer group influence	3.82	3 <sup>rd</sup>
3	Poor relationship with teachers	3.76	4 <sup>th</sup>
2	High rate of poverty	3.76	4 <sup>th</sup>
10	Lack of discipline	3.66	6 <sup>th</sup>
4	Lack of moral instructions	3.61	7 <sup>th</sup>
5	Lack of essential needs	3.56	8 <sup>th</sup>
7	Poor family background	3.42	9 <sup>th</sup>
9	Emulation of bad role models	3.39	10 <sup>th</sup>



Table 3 presents the mean and rank order of causes of deviant behaviour among polytechnic students in Oyo state. The table shows that all items were identified as the causes of deviant behaviour among polytechnic students in Oyo state, because the items have mean values that are above the average (benchmark) mean values of 2.5 for determining the causes of deviant behaviour among polytechnic students in Oyo State. Therefore, items with mean values of 3.97, 3.88 and 3.82 respectively preceded others and were ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>. The items indicated poor parental relationship, negative mass media, and negative peer group influence. On the other hand, items 5, 7 and 9 with mean values of 3.56, 3.42 and 3.39 were the least ranked items, that is, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>. They indicated lack of essential needs, poor family background, and emulation of bad role models.

**Research Question 2:** *What are the consequences of deviant behaviour among polytechnic students in Oyo State?*

**Table 4:** Mean and Rank Order of Consequences of Deviant Behaviour among Polytechnic Students in Oyo State

S/N	In my own opinion, deviant behaviour can result to:	Mean	Rank
8	School dropout	3.78	1 <sup>st</sup>
1	Poor academic performance	3.72	2 <sup>nd</sup>
6	Abuse of substances	3.66	3 <sup>rd</sup>
4	Expulsion from the school	3.56	4 <sup>th</sup>
2	Destruction of property	3.44	5 <sup>th</sup>
7	Sexual immoralities	3.39	6 <sup>th</sup>
9	Criminal activities (i.e. fighting, stealing, bullying and smoking)	3.39	6 <sup>th</sup>
10	Repeat of classes	3.11	8 <sup>th</sup>
3	Disobedience to school or parents	2.99	9 <sup>th</sup>
5	Absenteeism	2.57	10 <sup>th</sup>

Table 4 presents the mean and rank order of consequences of deviant behaviour among polytechnic students in Oyo state. The table shows that all items were identified as the consequences of deviant behaviour among polytechnic students in Oyo state, because the items have mean values that are above the average (benchmark) mean values of 2.5 for determining the consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, items with mean values of 3.78, 3.72 and 3.66 respectively preceded others and were ranked 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>. The items indicated school dropout, poor academic performance and abuse of substances. On the other hand, items 10, 3 and 5 with mean values of 3.11, 2.99 and 2.57 were the least ranked items, that is, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>. They indicated repeat of classes, disobedience to school or parents, and absenteeism.

**Hypothesis One:** There is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of age

**Table 5:** ANOVA showing differences in the Respondents' Expression of Causes of Deviant Behaviour among Polytechnic Students in Oyo State *on the Basis of Age*

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	116.21	3	38.73	1.32	2.60	0.001
Within Groups	11724.33	401	29.23			
Total	11840.54	404				



The table 5 shows a degree of freedom (df) of 404, the calculated value of 1.32 is less than the critical value 2.60. This indicates that no significant difference exists. Hence, the hypothesis is accepted. In summary, there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo State *on the basis of age*.

**Hypothesis Two:** There is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of religion

**Table 6:** ANOVA showing differences in the Respondents' Expression of Causes Deviant Behaviour among Polytechnic Students in Oyo State on the basis of religion

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	147.30	2	73.65	2.51	3.00	0.00
Within Groups	11812.24	402	29.38			
Total	11959.54	404				

The table 6 shows a degree of freedom (df) of 404, the calculated value of 2.51 is less than the critical value 3.00. This indicates that no significant difference exists. Hence, the hypothesis is accepted. In summary, there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo State *on the basis of religion*.

**Hypothesis Three:** There is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo state on the basis of age

**Table 7:** ANOVA Result Showing the differences in the consequences of Deviant Behaviour among Polytechnic Students in Oyo State on the basis of age

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	120.70	3	40.23	1.38	2.60	0.001
Within Groups	11719.84	401	29.22			
Total	11840.54	404				

Table 7 shows the analysis of variance (ANOVA) on the consequences of deviant behaviour among polytechnic students in Oyo State. Therefore, the table indicates that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. This is because the calculated ratio of 1.38 is less than critical F. ratio of 2.60 at 0.05 alpha level.

**Hypothesis Four:** There is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo state on the basis of religion

**Table 8:** ANOVA Result Showing the differences in the consequences of Deviant Behaviour among Polytechnic Students in Oyo State on the basis of religion

Source	Sum of Squares	df	Mean Square	Calculated F-ratio	Critical F-ratio	p-value
Between Groups	140.70	2	70.00	2.38	3.00	0.00
Within Groups	11818.84	402	29.40			
Total	11959.54	404				



Table 8 shows the analysis of variance (ANOVA) on the consequences of deviant behaviour among polytechnic students in Oyo state. The table indicates that there is no significant difference in the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. This is because the calculated F. ratio of 2.38 is less than critical F. ratio of 3.00 at 0.05 alpha level.

## Discussion

The findings of the study revealed that poor parental relationship, negative mass media, and negative peer group influence were the major causes of deviant behaviour among polytechnic students in Oyo state. The study is in line with the findings of Nicholas and Kennedy (2018) who identified the root causes of deviant behaviour to poor parental relationship, negative mass media, and peer group influence. Idris (2016) findings revealed that students engage in deviant behaviour due to lack of parental relationship, negative mass media, and negative peer group influence. Chuks (2016) asserted that the factors within the home/family, negative mass media and poor parental relationship are capable of breeding students that misbehave in school. The study also revealed that school dropout, poor academic performance and abuse of substances were the major consequences of deviant behaviour among polytechnic students in Oyo state. The study is in line with the findings of Charon (2007) who showed that school dropout, poor academic performance and abuse of substances were the major consequences of deviant behaviour. Barlow and Durand (2011) asserted that deviant behaviour is characterized by negative consequences which result to school dropout, poor academic performance and abuse of substances among students in school. Giadom (2019) therefore asserted that deviant behaviour is a notable hindrance towards the achievement of quality education among students in Nigerian educational system.

Hypothesis one revealed that there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of age. This implies that respondents were not different on the causes of deviant behaviour among polytechnic students in Oyo State on the basis of age. The finding is in line with the study of Giadom, (2019) who found no significant difference on the causes of deviant behaviour among students on the basis of age. Irrespective of their age differences they perceived the causes of deviant behaviour in the same way. Echebe (2010) found that age did not determine the causes of deviant behaviour among students. Hartl, Monnelly and Elderkin (2012) study found that age of the students did not contribute to the root causes of deviant behaviour. Therefore, the study revealed that age had no significant difference on the causes of deviant behaviour among polytechnic students in Oyo State.

Hypothesis two revealed that there is no significant difference in the causes of deviant behaviour among polytechnic students in Oyo state on the basis of religion. This implies that respondents were not different on the causes of deviant behaviour among polytechnic students in Oyo State on the basis of religion. The finding is in line with the study of Fishbein (2013) who found no significant difference on the causes of deviant behaviour among students on the basis of religion. Irrespective of their religious differences they perceived the causes of deviant behaviour in the same way. Erdwin (2017) found that religion did not determine the causes of deviant behaviour among students. Fong (2013) study found that religion of the students did not contribute to the root causes of deviant behaviour. Therefore, the study revealed that religion had no significant difference on the causes of deviant behaviour among polytechnic students in Oyo State.



Hypothesis three revealed that there is no significant difference in consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. This implies that respondents were not different in their perception on the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of age. The finding is in line with the study of Berg and Bernard (2014) who found that age did not contribute to the consequences of deviant behaviour among students. Ajzen and Fishbein (2015) study revealed that there was no significant difference in consequences of deviant behaviour among students on the basis of age. Also, Omotoso (2009) showed no significant difference in the age of students on the consequences of deviant behaviour. Therefore, the study revealed that irrespective of the age of respondents, no significant difference was found on the consequences of deviant behaviour among polytechnic students in Oyo State.

Hypothesis four revealed that there is no significant difference in consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. This implies that respondents were not different in their perception on the consequences of deviant behaviour among polytechnic students in Oyo State on the basis of religion. The finding is in line with the study of Bear (2010), who found that religion did not contribute to the consequences of deviant behaviour among students. Steven (2013) study revealed that there was no significant difference in consequences of deviant behaviour among students on the basis of religion. Also, Omotoso (2009) showed no significant difference in the religion of students on consequences of deviant behaviour. Therefore, the study revealed that religion had no significant difference on the consequences of deviant behaviour among polytechnic students in Oyo state.

### Conclusions and Recommendations

The study revealed that poor parental relationship, negative mass media, negative peer group influence were the major causes of deviant behaviour and it especially, resulted to school dropout, poor academic performance and abuse of substances among polytechnic students in Oyo state. The study revealed that there were no significant differences on the causes of deviant behaviour among polytechnic students based on age and religion, and the study also revealed that there were significant differences on the consequences of deviant behaviour among polytechnic students based on age and religion. Based on the findings of the study, it recommended that;

- School counsellors should provide right information to students on the causes and negative consequences of deviant behaviour irrespective of their age and religion in school.
- School administrators, teachers and counsellors should work together in handling deviant behaviour exhibited by students in school.
- Parents should be more careful of the kind of things they expose their child to, as this may lead them into acquiring certain deviant behaviours.
- Government should enact laws that any student who is found trying to recruit others into what is not acceptable by the society should be expelled from school with immediate effect.
- There is need for schools to put emphasis on discipline in order to promote pupils' safety, classroom efficiency and improve the learning environment.



- There is an urgent need for the Ministry of Education to educate teachers on measures for handling deviant behaviour by organising workshops, seminars or short courses on effective management of deviant behaviour in schools.

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## Managing Schools in Post-COVID Era: Implications for Institutional Managers in Nigerian Schools

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### Abstract

*This paper focused on the role expected of institutional managers in driving the new normal, forced on institutions by the occurrence of COVID-19 that disrupted educational activities and institutional programmes. This resulted in the dual mode of teaching, toward achieving the set goals of education. The paper observed some challenges of the new approach to teaching, to include teachers' poor preparation, inadequate planning, lack of facilities, and financial constraints among others. It suggested exposure of teachers to training, institutional collaboration with online learning technology and service providers, as well as constituting technical committee of experts to ensure flexibility of lessons, in driving the new normal towards the achievement of educational objectives.*

### Introduction

The outbreak of Corona virus disease of 2019, simply tagged COVID-19 was caused by SARS-COD 2 virus. It was first reported in China with the first case confirmed in Wuhan. Ibitoye (2020) reported that by the middle of April 2020 an estimated one-third of the world population were locked down in their homes. According to John Hopkins University Centre for System Science and Engineering (2020) more than 4.3 million cases of infection was reported in over 212 countries, and more than 292,000 deaths had been recorded as at May, 2020 (Dong et al., 2020). By May 2021, the number of infection world wide was put at over 161 million; while deaths recorded was more than 3.4 million people (CGTV, accessed on 19<sup>th</sup> May, 2021).

In the wake of the pandemic, economic and other activities were shut down in most parts of the world and governments of countries asked their people to stay in-doors to avoid contacting the disease and to curtail its spread. The Federal Government of Nigeria, in the wake of the pandemic and in collaboration with various State Governments, closed down public institutions - schools, worship centers, sporting centers, among others to curtail people's movements and reduce spread of the deadly disease. This had adverse effects on people's lives and on the economy; children were not spared as they had to stay at home for months, with attendant negative effects on their studies.

The outbreak of the pandemic resulted in the disruption of educational activities, destabilizing institutional programmes. It also resulted in job losses even in the education sector, collapse of businesses, avoidable loss of lives, widespread hunger which aided molestation, especially of the female gender, as well as increased domestic violence in homes and society at large. UNESCO (2020) data revealed that as at May 2020 almost 1.2 billion students and youth around the world were affected by the closure



of schools due to the outbreak of COVID-19.

The effect of the pandemic on institutions were enormous, as precious time was lost, academic and institutional calendar disrupted and had to be adjusted long after (UNESCO, 2020). Some institutional staff were laid off, time for students graduation delayed further, and new entrants into institutions were delayed while others had admission to institutions. During the lockdown, parents lamented the inability of the wards to focus on studying at home. In institutions where some measures of virtual learning took place, some children missed out due to the financial constraints of parents and lack of appropriate gadgets. Also, many institutions could not take advantage of online teaching and learning, owing to lack of required facilities and staff inability to use the virtual platform. This is unlike happening in other climes where studies affirmed that with the use of Information and Communication Technology (ICT) and proper approaches, learning were not impaired or diminished by the interruption of face-to-face classes (Furio et al., 2015). Further still, the analysis of a commissioned study by United States Department of Education which compared virtual learning with face-to-face learning, reported that the mean effect was 24% higher for virtual learning (Mea et al., 2012).

Research studies had been conducted on: The effects of the pandemic and then normal; Adverse consequences of school closures; COVID-19 in real time; Education after COVID-19 crisis-based on ICT tools; Analyzing the impact of COVID-19 on education professionals; Towards a paradigm shift: ICT and neuroeducation as a binomial of action; The new normal: how life has changed due to COVID-19 (Dong et al., 2020; UNESCO, 2020; Naresh, 2020; Espino-Diaz et al., 2020). The effects of the pandemic is evident in the sudden change in education delivery, with an upsurge in online learning with the adoption of educational technology. This paper differs from earlier ones as it focuses on the role the institutional managers are expected to play, drive the new normal towards achieving the set goals in educational institutions.

### The New Normal

The new normal refers to the enforced shifts in the ways people relate and work with others, requiring that individuals take safety precautions with the use of no masks, distancing oneself and higher standards of personal hygiene. News item on the basis reveals that COVID-19 is still ravaging the world. The World Health Organization (WHO, 2020) stated that COVID-19 pandemic has not ended, stating that everyone is expected to continue practicing protective measures of covering coughs and sneezes into flexed elbows, washing the hands with soap and water regularly or using alcohol based rub, as well as cleaning hands before and after touching one's face. It further observed that risks are higher in places where the three factors of; crowded places, close contact and confined/enclosed spaces overlap. All these are evident in institutions of learning, especially tertiary institutions. This therefore makes this study of great importance to institutional leaderships, teachers, parents and other stakeholders in the education sector.

The new normal had forced institutions to resort to online teaching and learning using varying platforms (WhatsApp, telegram, zoom, video conferencing and many more) without adequate preparations and proper planning. This made it difficult for teachers, students and the institutions to maximize its benefits for effective delivery of education. This agrees with the opinion of UNESCO (2020) which opined that the



pandemic forced immediate transfer of learning to online modalities, without authentic planning and modification of curriculum design to adapt it to the online mode.

Espino-Diaz, et al (2020), opined that nations are faced with a change in education paradigm in which online teaching through ICT has become a necessity, to continue with students learning process. According to the researchers, this has manifested the need to train teachers in the use of the different technological tools, to adapt to different elements of curriculum to the new context. Further in their study, they wondered about the preparation of schools in facing the required changes towards virtual teaching. The focus of the paper therefore is to consider challenges posed by the introduction of the new mode of teaching, for institutional managers, and recommend ways to ensure proper education delivery. According to Miralles-Martinez et al.(2014), change to online modality presents three gaps, which are: access gap to connection and technology devices; use gap on time of use and quality; and gap in teacher skills, resource availability and adaptation of online platforms to support teaching. These gaps are widely manifest in Nigeria. To ensure effective learning in schools, it must be properly addressed otherwise activities will just be mere window dressing that will not assist in knowledge dissemination.

In the new normal, students are required to learn in diverse ways, with face-to-face teaching combined with online teaching/learning. Yet many students from poor homes cannot afford to own a mobile device or computer, while some others have difficulties with the purchase of data for online learning. Except these group of students are provided with the necessary tools for learning, equalizing access to education will be a mirage, even though stated in the National Policy on Education (FGN, 2014) and this will negatively affect the much desired national development.

The new normal in educational institutions is expected to promote teacher/students connection, as posting lecture materials alone can engender a dis-connect of students with teachers, at a time we seek to promote effective learning through learner-centred teaching and learning. Some contents of lectures may seem abstract for some students for which they require explanations and real life examples to aid mastery. When this is missing, learning is hampered. Sometimes the teacher's gesticulations and posture in explaining concepts aid better understanding of facts by students. According to Pope (2020), there is need to prioritize human connections and relationship between teachers and students, to determine how students are coping with their studies. The care and concerns shown to the students will lead to more engagement with learning.

There has also been increase in teachers' stress levels, with respect to the new requirements on their job and their lack of adequate knowledge in the use of online teaching facilities. This is not good for the system. Among the gaps identified by Miralles-Martinez et al. (2014) is that of teacher skills, resource availability and adaptation of online platforms to support teaching. Except this is properly addressed, the switch to online teaching and learning may not yield the desired results, it therefore requires institutional managers to act on the matter.

If the best outcome is to be obtained from the new normal, there is a need to build flexibility into institutional activities as it relates to; time-tabling, scheduling of lectures, timing of students submission of assignments, write-ups and responses to class activities. This will aid better adjustment of students who are not used to the mode of learning before now, and will help them master the operations of online learning as well



as build their confidence over time. According to Pope (2020) autonomy on time to turn in assignments and control over schedules, help students' daily routine. He further observed that this will help provide review opportunities for students slowly working towards mastery of course contents. Institutional managers therefore have a duty to work with teachers/instructors on modalities to gradually "key" students into online teaching platform to ensure they maximally benefit from it.

In the new normal where face-to-face learning is combined with online teaching and learning, an important and required tool is the internet service provision, alongside provision of gadgets (computer systems and its accessories, functional Wi-Fi, etc). This becomes necessary because students can only access information when they have gadgets in the form of mobile phones and computer systems, coupled with internet service, to partake in online teaching. Owing to the poverty level of many Nigerians, purchase of data is difficult, making it difficult to access lecture materials and partake in online lessons. This problem must be attended to for enhanced learning as Means, Toyama et al. (2012) reported a higher mean effect of virtual learning when compared with face-to-face learning.

### Challenges in the New Normal

The introduction of the dual mode of teaching to overcome any further disruptions in academic activities in the near future and to promote better education delivery, come with varying challenges for all stakeholders including institutional managers. Some of these include;

- i) Financial constraints on the part of parents for the purchase of required gadgets and data for their wards to maximize opportunities available to them to learn; as well as the problem of poor funding for institutions to purchase facilities for the proper delivery of lessons by lecturers in the institutions, and for the provision of uninterrupted and regular internet services.
- ii) Teachers' poor preparation and inadequate skills to exploit the use of technology for improved teaching and learning in institutions, for which facilitation and support is required by lecturers through which training and counseling are provided to facilitate adjustment and reduce stress.
- iii) Inadequate preparation and planning for online teaching by the institutions, is a major challenge as the new mode of teaching requires adequate planning for proper execution and delivery of effective and functional education.
- iv) The promotion of students-centered learning which requires the participation of students themselves through interaction with lecturers, for proper acquisition of knowledge through engagement. Observing that teaching through the use of internet widens the relationship gap between lecturers and students, this becomes a challenge that must be resolved.
- v) The need for flexibility in arranging the lecture schedules, activities to be performed, time lines for submission, and the volume of information to be delivered in any particular session. This is important owing to the fact that some students will just be learning via the online means for the first time, and will require time to adjust to its requirements, including responding to exercises to be performed and submitted online.



### **Implications for Institutional Managers**

The essence of educational provision is to equip beneficiaries with knowledge and skills to fit into and contribute to societal development. This requires exposing learners to contents in varying fields, and demanding from them a demonstration of mastery of content and to exhibit appropriate skills. The duty of institutional managers is to ensure proper delivery of contents by teachers through the provision of conducive atmosphere for teaching and learning. To this end and for effective teaching and learning in the Post-COVID era, institutional managers are required to do the following:

1. **Proper planning of course contents;** Institutional managers must understand what students require to be taught and the appropriate means to ensuring proper delivery, to promote acquisition of knowledge by students. This requires them to ensure proper and adequate planning of contents with the teachers, ICT experts, curriculum planners and even institutional counselors on the best modalities at ensuring effective delivery of subject contents. They have a duty to brainstorm with others within the system on the best approach at ensuring that students maximally learn, map out convenient platforms to be used, length of time for content delivery and students response time on tasks set out in their activity portion.
2. **Teacher Training;** Observing that many institutions were not adequately prepared for the online teaching, as many teachers were ill-equipped to use online facilities on virtual platforms and only had limited exposure to teach virtually. Teachers, therefore, need to be trained on and exposed to the varying platform usage that will meet institutional needs at engaging the students maximally.
3. **Monitoring Teaching and Learning;** There is need for institutional managers to put in place appropriate mechanisms for monitoring teaching and learning in schools. This will afford them the opportunity to detect problem areas, difficulties being encountered and to adequately proffer solutions in good time. When done, it will aid effectiveness in the use of virtual platforms for teaching and learning. There is need for feedback on students progress, challenges they face, teacher related challenges, etc for prompt action at addressing it and making teaching and learning more meaningful and effective.
4. **Provision of Appropriate Facilities;** Many institutions were not prepared for online delivery of lessons before the lockdown of schools; while many lacked appropriate facilities for the task. This was a great challenge to institutional managers who had to quickly commence some measure of virtual teaching in institutions, when the lockdown became prolonged, to ensure that some measure of activities were going on. In the light of this, institutional managers need to invest in new technology and ensure the provision of appropriate facilities, to enable teaching and learning beyond the face-to-face contact in classrooms. In addition to the provision of facilities, so that indigent students who cannot afford the purchase of computers or mobile phones that are internet compliant are taken care of, institutions must increase their internet bandwidth for effective online learning operations. This is important as poor internet connectivity and slow service provisions will frustrate users and make the new teaching/learning approach difficult to operate.
5. **Provision of Functional Security;** Institutional managers need to put in place functional security units to ensure the safety of gadgets and equipment provided for use in their institutions. The facilities should be protected from being vandalized by its users including students, while ensuring proper maintenance of the facilities/equipment for



long periods of usage. This will save institutions the cost of replacement and major repairs that may have huge financial implications, which may sometimes be difficult to provide.

6. **Availability of Internet Service;** In this part of the world, service provision can constitute a big problem with regards to availability of data and internet service. Sometimes, the means to obtain data both for staff and students may constitute a problem, with regards to the financial burden; while unreliable internet access, when available, is an issue. This requires institutional managers to collaborate with service providers through appropriate government agencies to lower tariffs on data and shore up services. The adequacy of internet services will promote effective delivery of online instructions.

7. **Flexibility of Instructional Programmes;** Institutional programmes need to be made flexible with respect to timing of activities (Institutional calendar); course time-tabling; students response time with respect to submission of due papers, assignments and activities at the end of learning units. This becomes necessary with regards to connectivity issues, internet fluctuations and volume of task required of students, beyond the face-to-face interactions.

8. **Improving Teacher/Students Connectivity;** Teacher/students connectivity needs be promoted by institutional managers as online learning contributes to the interaction gap between them. Institutions will require to map out plans to ensure teachers relate with their students, beyond the class work, in order to embrace occasional close contact; while observing COVID-19 rule of social distancing. It is highly essential for teachers to be vigilant and proactive with the detection of students absenteeism during online teaching. If this trend is allowed to permeate the system of online teaching, the whole exercise will appear to be "white-elephant". It would also have debilitating effects on the students. The disciplinary measures for the errant students should be spelt out and promptly enforced. This will make students sit up, give them a sense of belonging, avail them opportunities to air their frustrations and challenges being faced. When these are properly attended to, online teaching and learning will be improved upon.

9. **Reduction in Teachers' Stress levels;** Institutional managers have a duty to protect the health of staff for maximum output. In this wise they need to improve health facilities on campuses, as the change from face-to-face classroom teaching to online teaching has been identified to increase teachers' stress levels (Espino-Diaz et al., 2020). Institutional managers therefore need to ensure staff are exposed to regular health check-ups, listening to health talks by professionals and ensure the provision of counselling sessions for those requiring it. This will go a long way to mitigate health challenges of lecturers and instructors, keeping them fit and healthy to effectively carry out their duties.

10. **Income Generation;** Managers have additional duty to device other ways of generating more income, realizing that more funding is required to ensure effective delivery of teaching and learning, via the online mode. Money will also be required to provide facilities, equipment, as well as for maintenance and safe keeping of the facilities. There will be need to improve the institutional bandwidth for faster internet connections for the use of teachers and students.

11. **Finally;** Institutional managers must monitor adherence to safety precautions by members of the institutional community at ensuring compliance with laid down instructions at overcoming the spread of the disease. This according to health experts



involves self protection through constant use of face-masks, social distancing and regular washing of hands with soap or rubbing with alcohol-based rubs. In addition, institutional managers must enforce the avoidance of crowded gatherings, limiting time in enclosed places, regular disinfection of surfaces and encouraging proper ventilation in all buildings. This will require pasting notices in strategic places, producing bulletins and newsletters to educate the institutional community; and demanding that institutional staff enforce the compliance whenever and wherever staff and students gather in large number.

### **Suggestions for Improvement**

The following suggestions are made to help institutional managers to properly address the issues earlier raised:

1. Managers must provide teachers and instructors the opportunities to critically consider curriculum contents and ensuring structural changes in lesson contents, to focus on essential parts. This will not only reduce the volume of content but will sharpen focus on most important facts.
2. Exposure of teachers to online teaching can be done in partnership with organizations promoting virtual and online learning instructional modes, supported by service providers who should be approached to assist, as a form of their corporate social responsibility (CSR) activities.
3. Institutional managers must have a robust plan to monitor online activities to detect problems and difficulties with the actors in the system, and cooperatively address the issues, to overcome the challenges.
4. They need to collaborate with organizations in the online learning technology to work out a financial plan to defray cost of purchased gadgets over a period of time. They also need to collaborate with the Nigerian Communications Commission (NCC), Non-Governmental Organizations (NGO's), and philanthropists for financial assistance or for the provision of required facilities. They can also contact their bankers for support in the provision of the facilities for the new mode of teaching.
5. Institutional managers must task the security unit of the institutions on proper safe keeping of equipment and ensure vigilance by institutional community members.
6. To ensure reliable and constant internet access, institutional managers can approach their bankers, service providers, NGO's and other individuals for assistance toward making data available at more affordable rates for staff and students.
7. Institutional managers need to constitute appropriate technical committees of experts in ICT and the related fields, to ensure flexibility of lesson contents, in order to ease the pressure of stress off staff and students.
8. They need to encourage small group discussions, where students have face-to-face interaction with their teachers, while adhering to COVID-19 precautions. They must ensure that limited time is used in enclosed places, while proper ventilation must be enforced.
9. Institutional health facilities must be improved upon, made adequate, and staff must be exposed to regular health talks and check-ups by professionals; while adequate drugs be made available in the health centers.
10. Managers must challenge institutional members on innovative ways of income



generation to bring out the ingenuity of staff and shore up institutions generated revenue (IGR). The managers must also be more prudent in their expenses and block leakages in the system.

The fight against COVID-19 is not yet over as new strands of the virus are being detected and there is the need to ensure continuous and improved teaching and learning in spite of this, in the institutions.

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