

Perceived Influence of Covid-19 on the Implementation of Primary schools Curriculum in Kwara State

Dr Usman Tunde Saadu

Early Childhood and Primary Education

Faculty of Education

Kwara State University, Maletе

Phone No: 08038493554

Email: usman.saadu@kwasu.edu.ng

Abstract: Covid-19 pandemic ravaged the entire countries of the World and crippled all sectors which education is inclusive. In a bid to qualify the extent of damages caused by Covid-19, the research examined perceived influence of Covid-19 on the implementation of primary school curriculum in Kwara State, Nigeria. This study adopted a descriptive survey research design. There are 16 Local Government Areas in Kwara State. A simple random sampling technique was used to select eight Local Government Areas which is 50% of the Local Government Areas in the state; one school was selected in each of the Local Government areas to make the total number of 8 local government areas. Fifteen primary school teachers were selected using the hat and pick sampling technique in each school regardless of the class they are teaching. A total number of 120 teachers were selected as respondents in this study. Researcher designed questionnaire titled TPCQ-Covid-19 questionnaire was used. The instrument was validated by 10 lecturers at the Faculty of Education, Kwara State University, Maletе. The instrument was tested for reliability using the test-retest method and a reliability score of 0.81 was obtained using PPMC. Descriptive and inferential statistics were used. Frequency count, mean, and percentage was used to answer the research question raised. While, Analysis of variance (ANOVA) was used to test for all research hypotheses at 0.05 level of significance. The findings showed that Covid-19 has negative influence on the implementation of primary school curriculum as perceived by teachers in kwara state among other findings. It was recommended among others that the Teachers should be equipped with necessary and modern teaching and learning devices that can be used effectively to teach outside the school setting especially during emergencies.

Keyword: Covid-19, Curriculum, Implementation, Curriculum Implementation, Qualification and Experience

Introduction

The COVID-19 pandemic has affected the lives of many individuals, negatively impacting the global economy and sources of livelihoods. Due to measures to contain the pandemic, about 1.2 billion learners are out of school and 73.8% of the world's school population have been affected by school closures (UNESCO, 2020). Although this has affected education access, quality and equality, it has propelled the reshaping of education delivery across the world.

One may be aware that, on the March 19, 2020, the Federal Ministry of Education in Nigeria approved the closure of all learning institutions because of COVID-19. This abrupt closure led to significant disruptions in the education system in Nigeria; including learning modes, access to school related services, parenting routines, and crisis management capacities of the federal and state ministries of education. This has multi-facet impacts on education which curriculum is inclusive.

Esu, Erukoha and Umoren (2004) submitted that curriculum refers to all learning experiences a child has under the guidance of a teacher. Offorma (2005), seen curriculum to be a programme which is made up of three components: programme of studies, programme of activities and programme of guidance. Curriculum as viewed by Alebiosu (2005) also as an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated within the school settings

School curriculum consists of all those activities designed or encouraged within its organizational framework to promote the intellectual, personal, social and physical development of its pupils. It includes not only the formal programme of lessons, but also the informal programme of so-called extracurricular activities as well as all those features which produce the school's ethos, such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the school sets about its task and the way in which it is organized and managed. Teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it. Since pupils learn from all these things, it needs to be ensured that all are consistent in supporting the school's intentions (Roehrig, Kruse, & Kern, 2007.)

Implementation takes place as the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Therefore, putting the curriculum into operation requires an implementing agent. Stenhouse identifies the teacher as the agent in the curriculum implementation she argued that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus into practice. Implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect.

Hence curriculum implementation includes the provision of organized assistance to teachers in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level (Mezieobi 1993),

There are three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect. Curriculum implementation as the actual engagement of learners with planned learning opportunities. It is also the process that involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Although there are various factors that also influence curriculum implementation during the Covid-19 when the school was locked-down (Afangideh, 2009).

Physical school closure of the schools and the adoption of distance education through the use smartphones, internet connectivity, Radio, television, etc. might negatively affect students' learning through some means. However, in spite of this, remote schooling is fundamental to ensure that the curriculum is not suspended since the in-person schooling was not allowed during the Covid-19. The following means like: less time spent in learning, stress symptoms, a change in the way students interact, and lack of learning motivation (Afangideh, 2009).

You may be aware that pupil's formal learning takes place in schools. The closure of school and the move to a remote learning environment might result in children spending less time in learning. According to the Schul-Barometer (School Barometer) survey, which took place from 25 March until 5 April 2020 and was targeted at Austrian, Swiss and German students aged between 10 and 19 years, pupils' weekly learning time during the COVID-19 lockdown is reduced by between 4 and 8 hours, compared to when schools are open. Some studies consistently show that less time spent in learning lead to learning loss which contributed less implementation of curriculum (Huber, Günther, Schneider, Helm, Schwander, Schneider, & Pruitt 2020).

Aucejo and Romano (2016) investigated how the length of the school calendar impacts test score performance. Using administrative data from North Carolina public schools, they found that extending the school calendar by 10 days increases mathematics and reading test scores by 1.7% and 0.8% of a standard deviation, respectively. Belot and Webbink (2010) looked at the effects of a teacher strike, which took place between May and November 1990 in the Belgian French community, on student achievement. They found that this event reduced educational attainment and increased class repetition. Similar evidence is provided by Baker (2013) who examined the consequences of teachers' industrial actions in the province of Ontario, Canada which is also tantamount to the lockdown in Nigeria during Covid-19. It was found that these strikes had a statistically significant adverse effect on student test score growth

Change in the pupil's interaction during covid-19 also influence how they learn. It is well known that the school environment influences achievement through peer effects. Being in a classroom and hence having the opportunity to interact with classmates may produce important positive externalities. Peer effects may operate through many different channels. Pupils may teach each other and get improvement together. Classmates' high achievements may motivate the pupil through competition to work harder. The pupil can also develop an interest in reading or in mathematics through peers (Sacerdote 2011). The interaction with teachers and other pupils is found to be essential for the development of positive self-esteem, self-confidence, and a sense of identity but the reverse is the case during locked-down as it did not give room for the above submission, hence, disrupted some of the ingredients of curriculum implementation. For instance, the US National Education Association argues that elementary school children need the classroom experience as they are significantly more likely to communicate with their peers or teachers through face-to-face contact compared to online which does not always give room for the right type of attitude towards learning during Covid-19

Attitude refers to the predisposition to classify objects and events, to react to them with evaluative consistency. A person who shows a confident attitude towards something responds to his conception of that thing rather than its actual state. People form attitude due to some learning experience; if the experience is favourable, a positive attitude is found and vice versa (Orunaboka, 2011). Attitude has been defined by many scholars around the world. They all come with the same conclusion that attitudes toward a particular are viewed as a combination of individual values, feelings, and beliefs especially towards online during Covid-19 (Montes, Ferreira, & Rodríguez, 2018). Similarly, attitudes are the act of feeling or thinking either positively or negatively toward something in the environment and is also feelings of like or dislike of an object, person, or an event that characterize a human being (Heng & Karpudewan, 2015)

Fasakin (2012) recognized attitude as a significant factor in a subject choice. He also considered attitude as a mental and natural state of readiness, organised through experiences exerting a directive influence upon the individual's responses to all objects and situations related to it. Erdemir and Bakirci (2009) described the attitude as the tendency for individuals who organize thought, emotions, and behaviours towards psychological object. Saadu (2021) who worked on the perceived problems confronting Online Classes during Covid-19 Era in Kwara State, found that the attitudes of students towards online classes during covid-19 was negative in Kwara State with a weighted Mean (1.87) among other findings. Sakariyu, Tiaw++o & Ajagbe (2016) investigated secondary school students' attitude towards science in Ogun State and found that a higher proportion of the students displayed positive attitude towards learning especially during covid-19.

Students who fail in both external as well as internal examination are taught by unqualified teachers while the students who perform better, are taught by very qualified and experienced teachers who have effective methodology of classroom management

and content delivery in all ramifications (Afe, 2010). According to Wallace (2011), highly qualified teachers are also considered to be an agent of change due to the key role that they play for the purpose of making an improvement related to students' academic performance that should be done through effective delivery related to the quality of education during the pandemic. Casian, Mugo, and Claire, (2021) who carried out research on impact of teachers' qualification on students' academic performance in public secondary schools in Rwanda. The result of the study revealed that there was a statistically significant relationship between teacher qualification and students' academic performance thus $P=.000$ less than 0.01 as the correlation significance level and Pearson coefficient correlation $r =.564$. It was also revealed that teacher qualification can have an impact of 36.5% on students' academic performance and the remaining 63.5% could be affected by other variables such as, experience

Darling-Hammond (2009) showed that on average, teacher with more than 10 years of experience are more effective than teachers with little or no experience but are not more effective than those with 5 years of experience. Akpo (2012) examined the impact of teacher-related variables on students in Junior Secondary School Certificate Mathematics results in Namibia, found out that, teaching experience was related to students' academic performance in JSC Mathematics. In the same vein, Ewetan and Ewetan (2015) in their study, teachers teaching experience and academic performance in Mathematics and English Language in public secondary schools in Ogun State, Nigeria found that teachers' teaching experience has significantly influenced students' academic performance in Mathematics and English Language. Bolarinwa, Kolawole, Ayodele, Fakunle and Adetule (2020) who investigated teachers' teaching experience and educational qualification as correlates of academic performance of students in public secondary schools in Ekiti state, Nigeria found that there was significant positive relationship between teachers' teaching experience and academic performance of students. In contrary to this background, researcher investigated some perceived influence of Covid-19 on the implementation of Primary schools' curriculum in Kwara State

Statement of Problem

Federal Ministry of Education in Nigeria closed of all learning institutions because of COVID-19. This abrupt closure led to significant disruptions in the education system in Nigeria; including teaching and learning modes, access to school related services, parenting routines, and crisis management capacities of the federal and state ministries of education. Pupils have been at home for over three months, causing relevant stakeholders to adapt quickly and developed solutions to minimize the potential learning slide resulting from the pandemic in order to ensure that the school curriculum is not affected so much Based on this reason, researcher investigated some perceived influence of Covid-19 on the implementation of Primary schools' curriculum in Kwara State

Research Question

What is the perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State?

Research Hypotheses

The following hypotheses were formulated to guide the study

Research Hypothesis One: There is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification

Research Hypothesis Two: There is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on teaching experience

Methodology

This study adopted a descriptive survey research design. There are 16 Local Government Areas in Kwara State. A simple random sampling technique was used to select eight Local Government Areas which is 50% of the Local Government Areas in the state; one school was selected in each of the Local Government areas to make the total number of 8 local government areas. Fifteen primary school teachers were selected using the hat and pick sampling technique in each school regardless of the class they are teaching. A total number of 120 teachers were selected as respondents in this study. Teachers Perception on Curriculum Implementation during the Covid-19 (TPCQ-Covid-19) questionnaire was used. The instrument was administered to teachers to elicit their views on curriculum implementation during Covid-19 in Kwara state. The instrument was validated by 10 lecturers at the Faculty of Education, Kwara State University, Malete. The instrument was tested for reliability using the test-retest method. Therefore, Pearson Product Moment Correlation (PPMC) was used to determine the reliability coefficient of the instrument, and a reliability score of 0.81 was obtained. Descriptive and inferential statistics were used. Frequency count, mean, and percentage was used to answer the research question raised. While, Analysis of variance (ANOVA) was used to test for all research hypotheses at 0.05 level of significance

Results

Research Question: What is the perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State?

Table 1: Showing the summary of frequency count, mean, and percentage on the Frequency count, mean, and percentage on the perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State

S/N	ITEMS	SA	A	D	SD	Mean
1	During Covid-19, I finished all the topics in the scheme of work	8(6.7)	10(8.3)	11(9.2)	91(75.8)	1.46
2	I was able to hold my class online as at when due	18(15.0)	15(12.5)	25(20.8)	62(51.7)	1.91
3	Pupils were not encouraged therefore I could not finish with all the stated topics during pandemic	40(33.3)	40(33.3)	22(18.3)	18(15.0)	2.85
4	I was unable to connect with my pupils during covid-19 so hinder the implementation of curriculum	51(42.5)	51(42.5)	51(42.5)	51(42.5)	2.90
5	Schools did not make any provisions for such unforeseen contingency for the teaching and learning during the covid-19	46(38.3)	43(35.8)	25(20.8)	6(5.0)	3.08
6	I was able to interact with my pupils during the pandemic through Radio thus allowed me to finish with all the topics	11(9.2)	7(5.8)	16(13.3)	86(71.7)	1.53
7	Government provided the platform for the teaching and learning during covid-19 but teachers were not motivated therefore affect curriculum implementation	16(13.3)	17(14.2)	28(23.3)	59(49.2)	1.92
8	I do not know how to deliver instruction using other means except physical interaction with the pupils	36(30.0)	42(35.0)	29(24.2)	13(10.8)	2.84
9	I saw covid-19 as opportunity to relax, rest not engage in teaching and learning activities	53(44.2)	26(21.7)	31(25.8)	10(8.3)	3.02
10	Some parents did not allow their wards access to phones and online learning during Covid-19 therefore, affect the effective of curriculum implementation	48(40.0)	19(15.8)	45(37.5)	8(6.7)	2.89
Weighted Mean						2.44

Decision rule: Negative=00-2.49 Positive= 2.50-4.00

Note: The figures in parentheses are in percentages

Table 1 shows the responses of the respondents on the perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State. It was indicated that the following items were negative: I was able to interact with my pupils during the pandemic through Radio thus allowed me to finish with all the topics (Mean=1.53) and Government provided the platform for the teaching and learning during covid-19 but teachers were not motivated therefore affect curriculum implementation (Mean=1.92), During Covid-19, I finished all the topics in the scheme of work(Mean=1.46) and I was able to hold my class online as when due(Mean=1.911). While the following items were positive:, Pupils were not encouraged therefore I could not finish with all the stated topics during pandemic(Mean=2.85), I was unable to connect with my pupils during covid-19 so hinder the implementation of curriculum (Mean=2.90), Schools did not make any provisions for such unforeseen contingency for the teaching and learning during the covid-19(Mean=3.08), I do not know how to deliver instruction using other means except physical interaction with the pupils(Mean=2.84),I saw covid-19 as opportunity to relax, rest not engage in teaching and learning activities(Mean=3.02) and Some parents did not allow their wards access to phones and online learning during Covid-19 therefore, affect the effective of curriculum implementation. In the light of the result, it was indicated that the teachers perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State were negative. The weighted mean (**2.44**) which is the numeric indicator that the teachers perceived influence of Covid-19 on the implementation of Primary School Curriculum were negative. This implies that covid-19 hindered the effective implementation of curriculum during the pandemic in Kwara State.

Research Hypothesis One: There is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification

Table 2: Showing the summary of Analysis Variance (ANOVA) on significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification.

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	7754.267	3	2584.756			
Within Groups	2218.099	116	19.122	135.175	.000	rejected
Total	9978.367	119				

The results of analysis of variance as presented in Table 2 reveals that the calculated value of F was 135.175($F_{3,116}=135.175$) and observed probability value is .000 which is less than the fixed probability value of 0.05($P<0.05$). This indicated that the hypothesis which stated that, there is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification was rejected. This implied that there was significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state ($F_{3,116}=135.175$, $p<0.05$). In the light of the result, there was significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification

Table 3: Summary of Bonferroni's Post Hoc pairwise Comparison of teachers qualifications

Qualification	Mean Score	OND	NCE	HND/PGDE	B. ED/SC
B.ED/SC	31.70				*
HND/PGDE	19.56			*	
NCE	14.84		*		
OND	10.82	*			

Table 3 revealed that the significant different exposed by table 2 is as a result of the significant difference among the following teachers qualification: B,Ed/Sc, HND/PGDE, NCE and OND. It was indicated that teachers who have B.Ed/Sc (Mean = 31.70) which is the highest mean which implies that teachers qualifications have significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state

Research Hypothesis Two: There is no Significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on teaching experience

Table 4: Showing the summary of Analysis Variance (ANOVA) on Significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on teaching experience.

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	8009.233	3	2669.744			
Within Groups	1963.133	116	16.924	157.753	.000	rejected
Total	9978.367	119				

The results of analysis of variance as presented in Table 4 reveals that the calculated value of F was 157.753($F_{3,116}=157.753$) and observed probability value is .000 which is less than the fixed probability value of 0.05($P<0.05$). This indicated that the hypothesis which stated that, there is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on experience was rejected. This implied that there was significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state ($F_{3,116}=157.753$, $p>0.05$). In the light of the result, there was significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on experience

Table 3: Summary of Bonferroni's Post Hoc pairwise Comparison of years of working experience of teachers

Experience	Mean Score	0-5yrs	6-10yrs	11-15yrs	16yrs above
16yrs above	32.17				*
11-15yrs	19.83			*	
6-10yrs	15.06		*		
0-5yrs	11.15	*			

Table 5 revealed that the significant difference exposed by table 4 is as a result of the significant difference among the following teachers experience: 16years above, 11-15years, 6-10years and 0-5years. It was indicated that teachers who have 16yrs above teaching experiences (Mean = 32.17) which is the highest mean which implies that teachers' years of experiences have significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state

Discussion of Findings

One of the findings of this study revealed that the teachers perceived influence of Covid-19 on the implementation of Primary School Curriculum in Kwara State were negative (weighted mean=2.44). This was in tandem with the findings of Saadu (2021) who worked on the perceived problems confronting Online Classes during Covid-19 Era in Kwara State, found that the attitudes of students towards online classes during covid-19 was negative in Kwara State with a weighted Mean (1.87) among other findings. Baker (2013) who examined the consequences of teachers' industrial actions in the province of Ontario, Canada which is also tantamount to the lockdown in Nigeria during Covid-19. It was found that these strikes had a statistically significant adverse effect on student test score growth and well as US National Education Association argued that elementary school children need the classroom experience as they are significantly more likely to communicate with their peers or teachers through face-to-face contact compared to online which does not always give room for the right type of attitude towards learning during Covid-19. In contrary, Sakariyu, Tiawo & Ajagbe (2016) who investigated secondary school students' attitude towards science in Ogun State found that a higher proportion of the students displayed positive attitude towards learning especially during covid-19.

One of the results emanated from this study stated that there is no significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state based on qualification ($F_{3,116}=135.175$, $p<0.05$). This finding was in line with the submission of Casian, el tal (2021) who carried out research on impact of teachers' qualification on students' academic performance in public secondary schools in Rwanda. The result of the study revealed that there was a statistically significant relationship between teacher qualification and students' academic performance thus $P=.000$ less than 0.01 as the correlation significance level and Pearson coefficient correlation $r=.564$. Afe, (2010) also maintained that the students failed in both external as well as internal examination are taught by unqualified teachers while the students who perform better, are taught by very qualified and experienced teachers who have effective methodology of classroom management and content delivery in all ramifications.

Another finding originated from this study also stated that there was significant difference in the perception of teachers on the influence of covid-19 on curriculum implementation in kwara state ($F_{3,116}=157.753$, $p>0.05$). This was in agreement with the submission of Bolarinwa, el tal(2020) who investigated teachers' teaching experience and educational qualification as correlates of academic performance of students in public secondary schools in Ekiti state, Nigeria found that there was significant positive relationship between teachers' teaching experience and academic performance of students. Ewetan and Ewetan (2015) in their study, teachers teaching experience and academic performance in Mathematics and English Language in public secondary schools in Ogun State, Nigeria found that teachers' teaching experience has significantly influenced students' academic performance in Mathematics and English Language.

Conclusion

Based on the discussion of the findings, it was concluded that what teachers perceived to be the influence of covid-19 on the curriculum implementation were negative and their views were significantly based on the teachers' qualifications and years of teaching experiences in kwara State

Recommendations

It was recommended based the conclusion of this study that:

1. The Teachers should be equipped with necessary and modern teaching and learning devices that can be used effectively to teach outside the school setting especially during emergencies
2. The teachers should be exposed more to the in-service training in order to acquire more qualification and widen their experiences
3. The pupils should be encouraged and allowed to use modern technology gadgets for the purpose of learning

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