

Assessment of Tertiary Institutions' Compliance to Post COVID-19 Guidelines in Functional Inclusive Education settings in Cross Rivers State

¹Innocent Ushi Igba

innolyd01509@gmail.com

¹Raymond Ogbebe Ogar

raymond20ogar@gmail.com

¹Gregory Attah Unimuke

ugregson2001@gmail.com

¹Woshor John Paul

johnpaulwoshor426@gmail.com

¹Slyvester Ashikabe Nkebe

ashissly@gmail.com

¹Department of Special Education
Faculty of Educational Foundation Studies
University of Calabar

Abstract

The study assesses tertiary institutions' compliance to post COVID-19 guidelines in functional inclusive education settings in Cross River state. The study adopted descriptive survey research design. Stratified random and purposive sampling techniques were used to select sixty (60) students from three tertiary institutions. The instrument for data collection was questionnaire titled: Assessment of Tertiary Institutions' Compliance to Post COVID-19 Guidelines Questionnaire (ATICPC19GQ). Data collected were analyzed using simple percentage. The result of the study revealed high level of awareness on regular and normal wearing of nose mask but the enforcement of nose mask was poor among the institutions; it was also revealed that there are provisions for regular hand washing and sanitizing but there are not functional, adequate and sufficient for the school community. Finally, the study revealed that members of the school community are not complying with social distancing guidelines of COVID-19 prevention and control. Based on the findings of the study, it was concluded that there is high level of awareness on the COVID-19 prevention and control but the enforcement for prevention and control is poor. It was then recommended, among others, that tertiary institutions should constitute tasks force for the enforcement of COVID-19 prevention and control measures.

Keywords: assessment, post COVID-19, inclusive. Education, special, needs

Introduction

Post COVID-19 guidelines are preventive and control measures adopted by Nigeria Centre for Disease Control (NCDC) to contain the continuous spread of coronavirus in Nigeria. These guidelines, according to Federal Ministry of Education (2020), include social distancing (two metres apart), regular washing of hands with soap and running water, regular wearing of nose mask, regular application of hand sanitizer, coughing into the elbow, self-isolation, provision of isolation centres by institutions. These guidelines were communicated to all institutions of learning, including tertiary institutions, for implementation before the reopening of schools closed as a result of the ravaging COVID-19 infections. It is quite disturbing that tertiary institutions have forgotten so soon the devastating effect of the coronavirus, and sluggishly or refused to implement fully the guidelines provided for its reopening. Surprisingly, school gates, administrative and academic office doors are wide open for both students, staff and visitors who are not adhering to COVID-19 guidelines, thus exposing the entire population of the schools to the danger of contracting the disease. Also, the population and congestion of students in classrooms, examination halls, registration centres, laboratories, libraries, computer and conference rooms are the direct opposite of the social distancing guideline. Isolation centres on the other hand are never sighted on campus; where available, they appear to be ordinary tents or a shadow of itself with little or no beds, chairs, tables and medical equipment.

This institutional refusal to implement the COVID-19 guidelines is unhealthy for persons with special needs and the entire school population. Consequently, this does not take off the fact that COVID-19 existed; on a daily basis, new cases of affected persons are reported by NCDC in media houses across Nigeria with new variant of the disease also reported. According to Nigeria Television Authority (NTA, 2021) on the 28th July 2021, four hundred and four new cases were reported across twelve states; total confirmed cases as at this day was one hundred and seventy-one thousand, seven hundred and twenty-eight with a total death rate of two thousand, one hundred and thirty-four. Institutions of learning should take responsibility and be highly concerned with this rising figures of infected cases as well as the fatality rate. It should be of note that COVID-19 is not a joke and it is not disability friendly.

COVID-19, according to World Health Organization (2020), is a branded name for a coronavirus disease that was first discovered in Wuhan in the Republic of China around 2019 and later spread rapidly across the globe causing a total lockdown of the world with no country spared from its devastating effects. This viral disease is characterized with the symptoms of dry cough, weakness and body pain, fever, loss of smell and sudden death. It is contracted through direct contact with droplets from the infected persons; it is deathly but can be cured at early detection. Also vaccines have been produced and administered. Still prevention is better than cure; the concern of this research is that the preventive measures are not readily in place, more especially for persons with special needs who are the most vulnerable population even in a normal situation. This category of persons are

neglected, rejected, abandoned and discriminated from all sphere of the society due to conditions that are not of their making.

Persons with special needs are a special population whose needs, either educational, social, economic, physical or intellectual, cannot be met with the conventional operations of the society. This category of persons, according to Onwubolu (2017), are children, youths and adults with disabilities, at risk or gifted and talented. Persons with special needs comprises of individuals with visual impairment, hearing impairment, learning disabilities, intellectual disability, speech and language disorders, emotional and behavioural disorders, autism spectrum disorder, albinism, nomadic farmers, fishermen, street children, the gifted and talented, among others.

As provided in the universal human right of 1948 and the Discrimination Against Persons with Disabilities (Prohibition) Act 2018, persons with special needs have equal rights, respect and dignity of human persons as well as equal opportunities to exhibits their capacities, achievements and contributions to the society; but it seems these rights are trampled upon by the society, as persons with special needs are excluded from social, political, economic, health and educational affairs of the society leaving them to become the most vulnerable group to any pandemic that befalls the society. Also when preventive measures are provided, they still lose out because of their conditions and the medium at which they receive information. For instance, a person with visual impairment cannot read/receive information from billboard without a corresponding brailled handbill; also a person with hearing impairment cannot receive information from the television without the services of the interpreter. Sometimes, these services are not there to translate information; more especially the COVID-19 information which no human is expected to miss, its consequences being discrimination and exclusion. In most of the learning institutions, poor information channels have resultantly make persons with special needs victims of exposure, non-adherence to COVID-19 guidelines as well as poor personal hygiene.

All learners, inclusive of those with special needs, have the right and freedom to information, right to healthy living and right to education, among others. The most advocated educational placement or alternative for all learners across the globe is inclusive education. Therefore, inclusive education, according to Onwubolu (2017), is not limited to children with disabilities but all children that have been excluded from school because they have learning difficulties, are disadvantaged or are out of school because of their location, parental socio-economic status, religion, race or that they are highly gifted and talented that the regular class was not challenging enough. Also, Okobah and Onwubolu (2012) described inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. This involves changes and modifications in contents, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibilities of the regular school system to educate all children. It is however,

unfortunate that since 1994, Nigeria has not fully deployed the inclusive education statement and framework for action it jointly signed and adopted with other 92 governments across the world in Salamanca, Spain.

This singular act of political and economic unwillingness to enforce inclusive education in the country has kept many persons with special needs out of school as well as outright discrimination and rejection from the society. The situation becomes complicated with the advent of the coronavirus pandemic where schools were closed, curfew imposed on citizens, methods of teaching changes from one-on-one contact to virtual and other online platforms which are not suitable for all learners with special needs. Hence, to maintain an effective teaching method that will favour persons with special needs, there is need for institutions and individuals to comply with COVID-19 prevention and control measures. It is based on this, that the researchers investigate tertiary institutions' compliance to post COVID-19 guidelines in functional inclusive education settings in Cross River State.

The COVID-19 pandemic poses an enormous risk to the health and safety of learners, teachers, parents, school administrators, education practitioners, and the wider community. According to the Federal Ministry of Education (2020), more than 1.5 billion children and young people globally have been affected by school and university closures. The first index case of COVID-19 in Nigeria was confirmed in February 2020. Subsequent development led to the indefinite closure of schools and learning facilities in Nigeria in March 2020. Schools are not only places of learning; they also provide social protection, nutrition, health services emotional support for the most disadvantaged and those with special educational needs. It is expected that the longer schools are closed, the more the learning loss, the greater the exacerbation of inequalities, the deeper the learning crisis and the greater the exposure of the most vulnerable children to risk of exploitation. This development will have a negative impact on the rights of learners, and poses a very big challenge to the realization of Sustainable Development Goal 4 on inclusive and quality education (FME, 2020).

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) (Nnebedum et al., 2021). Ogunode et al. (2020) noted that SARS, for instance, was transmitted from civet cats to humans while MERS moved to humans from a type of camel. Ogunode (2020) stressed that Chinese researchers said that the virus could have spread from an infected animal species to humans through illegal-trafficked pangolins which prized in Asia food and medicine. This disease spreads primarily through contact - when an infected person either coughs or sneezes openly, when a person touches a surface or object and then touches the eyes, nose, or mouth (Agusiet, et al., 2020). Some common symptoms of COVID-19 are sore throat, high body temperature, fever, dry cough and difficulty in breathing, among others. There is no standard vaccine or cure yet for COVID-19. To buttress this, Lone and Ahmad (2020) averred that there is no drug/vaccine currently available to treat COVID-19; therefore, implementation of precautionary measures to contain the spread of this virus is being

practiced throughout the globe; which includes social distancing, isolation and quarantine, community containment, national lockdowns, and travel restrictions. Furthermore, WHO (2020) pointed out that preventive measures against this virus include frequent hand-washing for at least 20 seconds, with soap and running water, or using alcohol based hand sanitizer; covering the nose and mouth with disposable tissue or flexed elbow when coughing or sneezing; avoid touching the eyes, nose and mouth if hands are not clean and, avoiding close physical contact (1 metre or 3 feet), also known as social distancing. AbdulAzeez (2020) stressed that other common preventive measures must be strictly followed, including good respiratory hygiene, hand washing, reduced or no movement into and out of infected areas except for necessity.

The education system in North East was already stretched before the coronavirus pandemic as a result of multiple crises and population displacements. The goals of Nigeria Education in Emergency Working Group (EiEWG) remain preparedness and response plan (1) Reduce morbidity and mortality due to COVID-19 among school learners, teachers and schools stakeholder in North East Nigeria, (2) mitigate the negative impact of school closure on children learning and teacher wellbeing and (3) ensure effective, inclusive and safe return to quality learning for learners, teachers and others. Given the suddenness of this crisis and its impact on the education system, it clearly appears that response is a matter of urgency. The response should start with school administration, from the Federal level to Local Government level. Priority of LGAs will be determined on accessibility basis. Humanitarian, development and government partners in Nigeria are already experiencing some challenges in the implementation of response to COVID-19. Such challenges range from funding requirements, protection of staff and capacity to deliver 100% while working from home. Despite these significant challenges, humanitarian and development organizations and Governments are implementing a range of interventions (Education in Emergency Working Group (EiEWG), 2020).

The national school closure by Federal and State Governments interrupted academic activities and year. The online learning activities were initiated by some primary and secondary schools to encourage learning and completion of the syllabus for the academic session. The online learning involves the use of mobile phones, computers and laptops with internet connectivity to deliver instruction to students at home. Shivangi (2020) noted that the online pedagogy is relatively cheaper mode of education in terms of the lower or no cost of transportation, accommodation and the overall cost of institution-based learning. However, students in remote areas have no or inadequate access to internet facilities to promote online learning. Also, those with special needs might not directly benefit from this online pedagogy due to their condition of disability and the sensory channel. To buttress this, Korkmaz and Toraman (2020) noted that the problems experienced by the educators during online learning practices in COVID-19 pandemic are about students internet connection problems, lack of educator-student interaction, not being able to make a reliable assessment of learning, lack of knowledge about how to evaluate the learners' knowledge and skills, not being able to provide skills teaching, not being able to reach all the learning outcomes determined for learning, difficulty in

providing feedback to students, difficulty in teaching according to the individual interests, abilities and disabilities of the students among others. Unger and Meiran (2020) stressed that there is some evidence of student anxiety toward online learning when compared to more traditional, or in person, in class learning environment. In the month of July, 2020 the Ministry of Education announced reopening of schools for secondary schools exit classes on the 4th of August, 2020 to enable them prepare for the West African Senior School Certificate Examination (WASSCE) to commence August 17th 2020. According to Federal Ministry of Education (2020), the guidelines for the safe reopening of schools and learning facilities after the COVID-19 pandemic outline actions, measures, and requirements needed for all formal and non-formal learning facilities for all ages, including, but not limited to, Early Childhood Care Development and Education (ECCE), basic and senior secondary schools, and tertiary institutions; and the learning institutions were encouraged to implement all to the letter.

Nnebedum et al., (2021) in their assessment of schools' reopening after COVID-19 closures indicated that principals comply with Federal Ministry of Education guidelines on schools and learning facilities reopening after COVID-19 closures in South-East Nigeria to a great extent. Availability of schedule outlining staggered arrival and departure times of learners to avoid crowding, adequacy of classrooms learning space to promote social distancing, operation of alternative timetables and/or shifted classes in order to promote social distancing guidelines, adequacy of learners' and teachers' furniture in line with two-metre guidelines for safe distancing, adequacy of doors and windows to ensure good ventilation, disinfection of the entire school premises, availability of hand sanitizers at the gate, use of infra-red thermometers for temperature checks at the gate upon entry, availability of safe water facilities, soap and disinfectants to support wash requirements, were adhered to.

Objectives of the study

The objective of this study is to investigate tertiary institutions' level of compliance on:

1. Regular wearing of nose mask by all members of the school community
2. Regular washing of hands with soap and running water
3. Maintaining of social distancing in classrooms, laboratories, libraries, banks and registration areas
4. Provision of isolation centres
5. Maintaining of personal hygiene

Research questions

To guide the study, the following research questions were stated:

1. What is the level of awareness and enforcement on the regular wearing of nose mask among members of the school community?
2. What are the provisions for regular hand washing and sanitizing among members of the school community?
3. To what extent are members of the school community complying to social distancing?

Methodology

The study adopted a descriptive survey research design. The population of the study covered all the ten (10) tertiary institutions in Cross River State. Using stratified simple random and purposive sampling techniques to select a sample of sixty (60) students; twenty students each were selected from three tertiary institutions which include a university, college of education and college of health technology. The instrument used for data collection was a structured questionnaire titled “Assessment of Tertiary Institutions’ Compliance to Post COVID-19 Guidelines Questionnaire” (ATICPC19GQ). The instrument was divided into two sections, A and B. Section A elicited information on demographic variables and section B elicited information on the compliance to post COVID-19 guidelines by tertiary institutions in Cross River State. The instrument was made of fifteen items with “yes” or “no” response options. Each checked option was scored one (1) point. The instrument was validated by three lecturers in the University of Calabar, two lecturers in Special Education and one lecturer in Measurement and Evaluation. The instrument was subjected to reliability testing and the reliability coefficient of .72 was obtained using Cronbach’s Alpha analysis. The instrument for data collection was administered with the help of research assistants and online data collection. Data collected were analyzed using descriptive statistics of frequency counts and simple percentage.

Presentation of results

Research question one: What is the level of awareness and enforcement on the regular wearing of nose mask among members of the school community?

Table 1: Percentage of awareness level and enforcement of regular wearing of nose mask among members of the school community

S/N	Item	Institutions											
		University				College of Education				College of Health Tech			
		yes	%	No	%	yes	%	No	%	yes	%	No	%
1	Are you aware that regular wearing of nose mask in a crowded place can prevent the spread of COVID-19?	18	90%	2	10%	14	70%	6	30%	19	95%	1	5%
2	Do you wear nose mask regularly?	3	15%	17	85%	1	5%	19	95%	15	75%	5	25%

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3	Are you always reminded by somebody to put on your nose mask?	5	25%	15	75%	2	10%	18	90%	16	80%	4	20%
4	Are you always checked for regular and normal wearing of nose mask before entering school gate, offices or classrooms?	6	30%	14	70%	3	15%	17	85%	13	65%	7	35%
5	Do you wear nose mask during lectures, practical and examination?	1	5%	19	95%	1	5%	19	95%	12	60%	8	40%
6	Is there any enforcement team in the school premises for enforcement of regular and normal wearing of nose mask?	4	20%	16	80%	2	10%	18	90%	9	45%	11	55%

The result in table 1 shows that item 1 revealed that 90%, 70% and 95% of the respondents in university, college of education and college of health technology respectively are aware that regular wearing of nose mask in a crowded place can prevent the spread of covid-19 while 10%, 30% and 5% of the respondents in the various institutions respectively show lack of awareness that regular wearing of nose mask in a crowded place can prevent the spread of covid-19; these percentages of “no” were not high enough to indicate lack of awareness. In item 2, 85% and 95% of the respondents in university and college of education denied regular wearing of nose mask while 75% in college of health technology accepted wearing of nose mask regularly. This shows that only 15% and 5% wear nose mask regularly in the university and college of education respectively; while in college of health technology only 25% of the respondents did not wear nose mask regularly. Item 3 revealed that 75% and 90% of the respondents in university and college of education are not reminded by any person, either enforcement team or security, to wear their nose mask

while 80% of the respondents in college of health technology revealed that they are always reminded by security or an enforcement team to wear their nose mask. In item 4, 70% and 85% of respondents in university and college of education indicated that they entered the school gate and offices without wearing nose mask while 65% of the respondents revealed that they are checked for regular and normal wearing of nose mask before entering the school gate and offices. In item 5, 95% of the respondents in the university and college of education confessed that they do not wear nose mask during lectures, practical and examination but 60% of the respondents in college of health technology accepted that they wear nose mask during lectures, practical and examination. In item 6, 80%, 90% and 55% of the respondents in university, college of education and college of health technology respectively admitted that there is no enforcement team in the school premises to offer regular and normal wearing of nose mask; but in college of health technology, the 45% of respondents who accepted that there exists an enforcement team was not high enough to overwhelm the 55% hence, it seems the health awareness in the college causes the regular and normal wearing of nose mask. Generally, the result of this research question revealed that there is high level of awareness on regular and normal wearing of nose mask but the enforcement of regular and normal wearing of the nose mask was poor among the institutions.

Research question two: What are the provisions for regular hand washing and sanitizing among members of the school community?

Table 2: Percentage of provisions for regular hand washing and sanitizing among members of the school community

S/N	Item	Institutions											
		University				College of Education				College of Health Tech			
		yes	%	No	%	yes	%	No	%	yes	%	No	%
1	Are there wash hand basins at strategic places in your school?	15	75%	5	25%	9	45%	11	55%	12	60%	8	40%
2	Is there running water in the wash hand basins installed.	2	10%	18	90%	1	5%	19	95%	9	45%	11	55%
3	Are there soaps in every point with hand washing basin?	3	15%	17	85%	2	10%	18	90%	8	40%	12	60%

4	There is no wash basins, soap and running water for washing of hands in my school.	10	50%	10	50%	12	60%	8	40%	11	55%	9	40%
5	There are hand sanitizers at every entrance to offices, classrooms and other study centres.	5	25%	15	75%	2	10%	18	90%	13	65%	7	35%

From table 2, the result in item 1 revealed that 75% and 60% of the respondents in university and college of health technology respectively accepted there are wash basins at strategic places in the school while 55% in the college of education denied the presence of wash hand basins in the school premises. In item 2, 90%, 95% and 55% of the respondents in the three institutions respectively denied that there is running water in the washhand basin installed. In item 3, 85%, 90% and 60% of the respondents in the three institutions respectively denied the present of soaps in the points where washhand basins are installed. In item 4, 60%, and 55% of the respondents in college of education and college of health technology accepted that there are washhand basins with running water and soap in the school premises, while the university respondents were indecisive with a percentage of 50% for acceptance and non-acceptance. These respondents are indicating that these washhand basins with running water and soap might be available but not adequate. In item 5, 75% and 90% of the respondents in university and college of education respectively revealed that there are no hand sanitizers at every entrance to offices, classrooms and other study centres while 65% of the respondents in the college of health technology accepted that there are hand sanitizers at every entrance to offices, classroom and other study centres. Generally, the results of the research question 2 revealed that there are provisions for regular hand washing and sanitizing but they are not functional, adequate and sufficient for the school community.

Research question three: To what extent are members of the school community complying to social distancing?

Table 3: Percentage of social distancing compliance among members of the school community

S/N	Item	Institutions											
		University				College of Education				College of Health Tech			
		yes	%	No	%	yes	%	No	%	yes	%	No	%
1	The sitting arrangement in classrooms, laboratories and libraries is two metres apart.	2	10%	18	90%	1	5%	19	95%	8	40%	12	60%
2	We are between 30-50 students per class in my school.	1	5%	19	95%	6	20%	14	80%	9	45%	11	55%
3	Our classrooms are over crowded There is no sign, notification or marks in classrooms, chairs and	17	85%	3	15%	15	75%	5	25%	13	65%	7	35%
4	payment centres for social distancing.	19	95%	1	5%	17	85%	3	15%	12	60%	8	40%

From table 3, item 1 revealed that 90%, 95% and 60% of the respondents in the three institutions are not maintaining two-metre apart distance in classrooms, laboratories and libraries. In item 2, 95%, 80% and 55% of the respondents in the university, college of education and college of health technology rejected that they are between 30 – 50 students per class in the institutions. In item 3, 85%, 75% and 65% of the respondents in the three institutions accepted that their classrooms are overcrowded. Item 4 revealed that there is no sign, notification or mark in classrooms, chairs and registration centres to show indication for social distancing with high percentage of 95%, 85% and 60% of the respondents in the three institutions indicating that there are no such indicators. Generally, the result of the research question three revealed that members of the school community are not complying with social distancing guidelines of COVID-19 prevention and control.

Discussion of findings

The study revealed in the first research question that there is high level of awareness on regular and normal wearing of nose mask but the enforcement on the regular and normal wearing of nose mask was poor in the institutions. This indicated that the school

community has received adequate information on the COVID-19 prevention and control; but to enforce the preventive guidelines, the system is either missing or adequate attention is not paid to it. It is based on this that World Health Organization (2020) pointed out that preventive measures against this virus which includes frequent hand-washing for at least 20 seconds with soap and running water or using alcohol based hand sanitizer; covering the nose and mouth with disposable tissue or flexed elbow when coughing or sneezing; avoiding touching the eyes, nose and mouth if hands are not clean and, avoiding close physical contact (1 metres or 3 feet) also known as social distancing, must be strictly observed to avoid spread and infection. Also AbdulAzeez (2020) stressed that common preventive measures must be strictly followed, including good respiratory hygiene, hand washing, reduced or no movement into and out of infected areas except when necessary. From the finding of this investigation, inclusive education will become nearly impossible in tertiary institutions because persons with special needs might be exposed to infections with the poor adherence to COVID-19 guidelines of regular and normal wearing of nose mask discovered in this study.

This study revealed in research question two that there are provisions for regular hand washing and sanitizing but they are not functional, adequate and sufficient for the school community. Notably, most institutions provided washhand basins but there are not connected to sources of water supply, hence they are unused and not functional; those that are functional and useful in most cases are those installed at the entrance of administrative offices leaving the teeming population to suffer without adhering to COVID-19 guidelines. To get other scholars' opinion on this subject is a bit difficult because the information at the disposition of the researchers did not capture other scholars' opinion on the provision of hand washing and sanitizing equipment, used and adequacy among different environments.

The study also revealed in research question three that members of the school community are not complying with social distancing guidelines of COVID-19 prevention and control. A look at the tertiary institutions' classrooms and environment will reveal that social distancing guidelines of COVID-19 prevention and control are not adhered to; the school environment is totally overcrowded with students numbering above a hundred in a classroom or other learning centres. Contrary to the finding of this study, Nnebedum et al. (2021) in their assessment of schools' reopening after COVID-19 closures reported that principals comply with Federal Ministry of Education guidelines on schools and learning facilities reopening after COVID-19 closures in South-East of Nigeria to a greater extent. Availability of schedule outlining staggered arrival and departure times of learners to avoid crowding, adequacy of classrooms learning space to promote social distancing, operation of alternative timetables and/or shifted classes in order to promote social distancing guidelines, adequacy of learners' and teachers' furniture in line with two-metre guidelines for safe distancing, adequacy of doors and windows to ensure good ventilation, disinfection of the entire school premises, availability of hand sanitizers at the gate, use of infrared thermometers for temperature checks at the gate upon entry, availability of safe water facilities, soap and disinfectants to support wash requirements. It is good for

other regions in Nigeria to follow the implementation strive of the South-East region in adhering to COVID-19 preventive measures and control. The need to make education of persons with special needs functional is highly necessary as such, total adherence to COVID-19 prevention and control by tertiary institutions should be a responsibility for all, to ensure the safety and healthy living of persons with special needs in an inclusive setting.

Conclusion

Based on the findings of this study, it is concluded that there is high level of awareness of the COVID-19 prevention and control measures but the enforcement for adherence to the prevention and control measures is poor which is creating high risk for both persons with and without special needs in the learning facilities. Also, it is concluded that enough facilities have not been put in place to control the population of students and staff in order to reduce overcrowding and promote social distancing as COVID-19 prevention and control measures.

Recommendations

Based on the findings of the study, it is recommended that:

1. Tertiary institutions should constitute tasks force for the enforcement of COVID-19 prevention and control measures.
2. The administration of all the institutions should monitor and ensure that the washhand basins installed are connected to sources of water supply or provided with water, soap and sanitizers for regular hand washing and sanitizing.
3. Federal, State and Local Government budgets for education should be increased to create room for provision of facilities and equipment to reduce overcrowding in learning facilities.

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