

EFFECTS OF COVID-19 PANDEMIC ON MUSIC PERFORMANCE PRACTICES: A CASE STUDY OF THE DEPARTMENT OF MUSIC, ALVAN- IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

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Introduction

There is no doubt that the Covid-19 pandemic has negatively affected the educational system globally, leading to near-total closure of Schools - Nursery Primary and Secondary Schools as well as Colleges, Polytechnics and Universities. The Covid-19 pandemic is a leveler and has shown us that almost everything is dispensable. Before the outbreak, we had normal life, where programmes, meetings, conferences, religious gathering, rehearsals etc, were considered must-do and indispensable. But, with the advent of pandemic, we all realized that being healthy and having secure on lives matter more than these things. It is very understandable that life will not remain the same after Covid-19 pandemic, as it has affected almost everything we do in life, especially the music world.

In Nigeria, the first case was confirmed on February 27, 2020, and, 43 contacts with the index case were screened across 7 States with only one other case confirmed (Christian and Coronavirus, vol. 99). According to the Nigerian Centre for Disease Control (NCDC), the second confirmed case tested negative twice on March 5, 2020 and was discharged, following more cases were confirmed negative and the patients were discharged accordingly. Based on the global cases recorded so far, the most commonly reported symptoms of the disease are fever,

tiredness and dry cough. Others may include body aches and pain, nasal congestion, runny nose, sore throat or diarrhea, these symptoms usually are mild at first but they gradually become severe. As the cases keep rising, the Nigerian Centre for Disease Control (NCDC) came up with Covid-19 protocols that may help to curb the spread of the virus i.e., wearing of nose mask, washing of hands thoroughly with water and soap for about 20 seconds, avoiding contacts with hard surface and applying sanitizers on palms as well as maintaining social distancing.

Impact of Covid-19 on Education

The Covid-19 pandemic appears first and foremost health crisis, this generation is witnessing. Many countries decided to close schools. The crisis crystallizes the dilemma that policymakers are facing; between closing schools (reducing contact and saving lives) or keeping them open (allowing workers to work to maintain the economy, thereby risking death). The severe short-term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to children's social life and learning. Teaching is moves online, on an untested and unprecedented scale. Student assessments are also moving online with a lot of trial and error and uncertainty for everyone. Many assessments have simply been cancelled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase. Going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view, the primary essence of being in school is that it increases a child's knowledge. Even a relatively short time in school does this; just as a relatively short period missed at school will have consequences for skill growth. But can we estimate the extent to which the interruption experienced as a result of the Covid-19 pandemic would have affected leaning processes. Although very precisely, as we are in a new era, but we can use other studies to get the order of the magnitude, Fredriksson, P, L et al (2018)

There is no doubt that the Covid-19 pandemic negatively and positively affected the performances of music students of Alvan Ikoku Federal College of Education, Owerri. The school management introduced the online /virtual teaching, via Zoom, Goggle classroom, WhatsApp, to ensure teaching and learning during the period of Covid-19, but it did not work out for some

departments especially the likes of Music and Theatre Arts because of their practical courses. It has been very difficult to teach courses like applied music, Ear-training and sight reading, African and Western ensembles, etc, because there should be feedback from the students. During this period, it was very difficult to assemble because of social distancing protocols. As if that was all, many students do not have android phones that would connect them to the teaching online, some complained of money to buy data, network problem, bad economy system etc. On the path of lecturers, some do not have android phones as well, many could not travel or get into their offices to get teaching materials, some had network issues and many lecturers complained of data challenge since salaries were fluctuating. All these problems negatively affected the performance practices of music students of Alvan Ikoku Federal College of Education, Owerri. Thus, results below explain the negative impacts of Covid-19 pandemic in the performance practices of music in Alvan Ikoku Federal College of Education, Owerri.

Official Results Before Covid-19

ALVAN IKOKU FEDERAL COLLEGE OF EDUCATION, OWERRI

IN AFFILIATION WITH

UNIVERSITY OF NIGERIA, NSUKKA

OFFICIAL GRADE REPORT AND CLASS ROASTER

Title of Course: Primary Instrument/voice VII

Department: Music Course No: Mus. 461 Session: 2018/2019

Faculty: Arts Semester: First Academic Year: 2019

Name of Lecturer: Jury

S/N	Name	Reg. No	Dept.	Yr of Study	C. A	Exam	Total	Grd
1		BD/15/74712	Music	4/4	25	45	70	A
2		BD/15/74708	Music	4/4	20	40	60	B
3		BD/15/74704	Music	4/4	20	30	50	C
4		BD/15/74703	Music	4/4	15	31	46	D

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5	BD/15/74715	Music	4/4	20	36	56	C
6		Music	4/4	20	30	50	C
7	BD/15/74706	Music	4/4	20	46	66	B
8	BD/15/74719	Music	4/4	20	30	50	C
9	BD/15/77904	Music	4/4	20	30	50	C
10	BD/15/74700	Music	4/4	20	36	56	C
11	BD/15/74720	Music	4/4	20	34	54	C
12	BD/15/74710	Music	4/4	26	50	76	A
13	BD/15/74717	Music	4/4	23	50	73	A
14	BD/15/74702	Music	4/4	20	54	74	A
15	BD/15/74707	Music	4/4	22	60	82	A
16	BD/15/74713	Music	4/4	25	50	75	A
17	BD/15/74718	Music	4/4	22	60	82	A
18	BD/15/74716	Music	4/4	20	30	50	C

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Lecturer's Signature _____ Date: _____

HOD's Name _____ Date: _____

Head of Department's Signature _____ Date: _____

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Title of Course: Primary Instrument/voice V

Department: Music Course No: Mus. 361

Session: 2018/2019

Faculty: Arts Semester: First

Academic Year: 2019

Name of Lecturer: Jury

S/N	Name	Reg. No	Dept	Yr of Study	C.	Exam	Total	Grd
1.		BD/16/09/79116	Mus	$\frac{3}{4}$	20	40	60	B
2.		BD/16/09/81579	„	$\frac{3}{4}$	21	41	62	B
3.		BD/16/09/78129	„	$\frac{3}{4}$	20	30	50	C
4.		BD/16/09/80746	„	$\frac{3}{4}$	20	50	70	A
5.		BD/16/09/81669	„	$\frac{3}{4}$	20	50	70	A
6.		BD/16/09/81386	„	$\frac{3}{4}$	20	40	60	A
7.			„	$\frac{3}{4}$	20	45	65	B
8.		BD/16/09/81082	„	$\frac{3}{4}$	25	45	70	A
9.		BD/16/09/79791	„	$\frac{3}{4}$	17	30	47	D

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Title of Course: Secondary Instruments II

Department: Music Course No: Mus. 367

Session: 2018/2019

Faculty: Arts Semester: First

Academic Year: 2019

Name of Lecturer: Jury

S/N	Name	Reg. No	Dept	Yr of Stud	C.	Exam	Total	Grd
1.		BD/16/09/81661	Mus	y 3/4	20	30	50	C
2.		BD/16/09/79116	„	3/4	21	40	61	B
3.		BD/16/09/81579	„	3/4	20	44	64	B
4.		BD/16/09/78129	„	3/4	20	30	50	C
5.		BD/16/09/80746	„	3/4	20	30	50	C
6.		BD/16/09/81669	„	3/4	23	55	78	A
7.		BD/16/09/81386	„	3/4	20	43	63	A
8.			„	3/4	20	30	50	C
9.		BD/16/09/81082	„	3/4	20	40	60	B
10		BD/16/09/79791	„	3/4	20	40	60	B

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Title of Course: Primary Instrument/Voice V

Department: Music Course No: Mus.361

Session: 2018/2019

Faculty: Arts Semester: First

Academic Year: 2019

Name of Lecturer: Jury

S/N	Name	Reg. No	Department	Yr of Study	C. A	Exam	Total	Grd
1.			Music	^{2/3}	20	45	65	B
2.			Music	^{2/3}	22	40	62	B
3.			Music	^{2/3}	20	30	50	C

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Title of Course: Secondary Instrument II

Department: Music Course No: Mus.367

Session: 2018/2019

Faculty: Arts

Semester: First

Academic

Year: 2019

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Yr of Study	C. A	Exam	Total	Grd
1.			Music	^{2/3}	20	35	55	C
2.			Music	^{2/3}	20	40	6	B
3.			Music	^{2/3}	15	30	45	D

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Title of Course: Primary Instrument/Voice III

Department: Music Course No: Mus.261

Session: 2018/2019

Faculty: Arts Semester: First

Academic Year: 2019

Name of Lecturer: Jury

S/N	Name	Reg. No	Dept.	Year of Study	C. A	Exam	Total	Grd
1.		BD/17/09/74453	Music	2/4	20	43	63	B
2.			Music	2/4	20	30	50	C
3.			Music	2/4	20	30	50	C
4.		BD/17/20/74983	Music	2/4	20	40	60	B
5.			Music	2/4	20	30	50	C
6.		BD/17/09/71363	Music	2/4	24	50	74	A
7.			Music	2/4	22	55	77	A
8.		BD/17/09/82816	Music	2/4	21	56	75	A
9.		BD/17/20/74281	Music	2/4	20	46	66	B
10.		BD/17/09/81638	Music	2/4	20	30	50	C
11.		BD/17/20/82229	Music	2/4	20	50	70	A
12.		BD/17/20/82287	Music	2/4	20	50	70	A
13.		BD/17/20/74978	Music	2/4	20	55	75	A

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HOD's Name _____

Date: _____

Head of Department's Signature _____

Date: _____

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Title of Course: Primary Instrument I

Department: Music Course No: Mus.161

Session: 2018/2019

Faculty: Arts

Semester: First

Academic Year: 2019

Official Results after Resuming from Covid-19 In 2020

S/ N	Name	Reg. No	Dept.	Year of Study	C.A	Exam	Total	Grd
1.			Music	¼	21	50	71	A
2.			Music	¼	20	44	64	B
3.			Music	¼	20	35	55	C
4.			Music	¼	20	30	50	C
5.			Music	¼	20	40	60	B
6.			Music	¼	20	36	56	C
7.			Music	¼	21	36	57	C
8.			Music	¼	11	35	46	D
9.			Music	¼	23	40	63	B
10.			Music	¼	20	37	57	C
11.			Music	¼	20	50	70	A
12.			Music	¼	20	40	60	B
13.			Music	¼	20	30	50	C
14.			Music	¼	20	40	60	B
15.			Music	¼	21	40	61	B
16.			Music	¼	20	41	61	B
17.			Music	¼	20	50	70	A
18.			Music	¼	20	55	75	A

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Title of Course: Primary Instrument/Voice VII

Department: Music Course No: Mus. 461

Session: 2019/2020

Faculty: Arts

Semester: First

Academic Year: 2020

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Yr of Study	C.A	Exam	Total	Grd
1.		BD/16/09/81661	Music	4/4	10	20	30	F
2.		BD/16/09/79116	,,	4/4	15	30	45	D
3.		BD/16/09/81579	,,	4/4	20	30	50	C
4.		BD/16/09/78129	,,	4/4	10	30	40	F
5.		BD/16/09/80746	,,	4/4	20	30	50	C
6.		BD/16/09/81669	,,	4/4	-10	15	25	F
7.		BD/16/09/81386	,,	4/4	15	20	35	F
8.			,,	4/4	15	30	45	D
9.		BD/16/09/81082	,,	4/4	20	30	50	C
10		BD/16/09/79791	,,	4/4	15	31	46	D

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HOD's Name _____ Date: _____

Head of Department's Signature _____ Date: _____

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Title of Course: Primary Instrument/Voice VII

Department: Music Course No: Mus.461 Session: 2019/2020

Faculty: Arts Semester: First Academic Year: 2020

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Year of Study	C.A	Exam	Total	Grd
1.			Music	^{3/3}	10	35	45	D
2.			Music	^{3/3}	10	20	30	F
3.			Music	^{3/3}	15	20	35	F

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Title of Course: Primary Instruments V

Department: Music Course No: Mus.361

Session: 2019/2020

Faculty: Arts Semester: First

Academic Year: 2020

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Year of Study	C.A	Exam	To tal	Grade
1.		BD/17/09/74453	Music	$\frac{3}{4}$	20	25	45	D
2.			Music	$\frac{3}{4}$	10	30	40	F
3.			Music	$\frac{3}{4}$	15	20	35	F
4.		BD/17/20/74983	Music	$\frac{3}{4}$	20	30	50	C
5.			Music	$\frac{3}{4}$	10	15	25	F
6.		BD/17/09/71363	Music	$\frac{3}{4}$	20	30	50	C
7.			Music	$\frac{3}{4}$	20	25	45	D
8.		BD/17/09/82816	Music	$\frac{3}{4}$	20	30	50	C
9.		BD/17/20/74281	Music	$\frac{3}{4}$	20	25	45	D
10.		BD/17/09/81638	Music	$\frac{3}{4}$	10	20	30	F
11.		BD/17/20/82229	Music	$\frac{3}{4}$	20	25	45	D
12.		BD/17/20/82287	Music	$\frac{3}{4}$	20	40	60	B
13.		BD/17/20/74978	Music	$\frac{3}{4}$	10	15	25	F

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Head of Department's Signature _____ Date: _____

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Title of Course: Primary Instrument/Voice III

Department: Music Course No: Mus. 261

Session: 2019/2020

Faculty: Arts Semester: First

Academic Year: 2020

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Year of Study	C. A	Exam	Total	Grade
1.			Music	^{2/4}	10	20	30	F
2.			Music	^{2/4}	20	30	50	C
3.			Music	^{2/4}	15	20	35	F
4.			Music	^{2/4}	10	25	35	F
5.			Music	^{2/4}	10	35	45	D
6.			Music	^{2/4}	20	30	50	C
7.			Music	^{2/4}	10	35	45	D
8.			Music	^{2/4}	20	30	50	C
9.			Music	^{2/4}	10	20	30	F
10.			Music	^{2/4}	15	20	35	F
11.			Music	^{2/4}	10	35	45	D
12.			Music	^{2/4}	20	30	50	C
13.			Music	^{2/4}	15	20	35	F
14.			Music	^{2/4}	10	10	20	F
15.			Music	^{2/4}	10	35	45	D
16.			Music	^{2/4}	20	30	50	C
17.			Music	^{2/4}	10	20	30	F
18.			Music	^{2/4}	10	15	35	F

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OFFICIAL GRADE REPORT AND CLASS ROASTER**

Title of Course: Primary Instrument/Voice I

Department: Music Course No: Mus.161

Session: 2019/2020

Faculty: Arts Semester: First

Academic Year:

2020

Name of Lecturer: Jury

S/ N	Name	Reg. No	Dept.	Year of Study	C.A	Exam	Total	Grd
1.		BD/19/09/88029	Music	¼	15	30	45	D
2.		BD/19/09/88738	Music	¼	10	20	30	F
3.			Music	¼	15	45	46	D
4.			Music	¼	05	10	15	F
5.		BD/19/09/88231	Music	¼	20	30	50	C
6.			Music	¼	10	15	25	F
7.			Music	¼	21	29	50	C
8.		BD/19/09/89164	Music	¼	15	30	45	D
9.		BD/19/09/89105	Music	¼	10	31	41	F
10.			Music	¼	10	15	25	F
11.		BD/19/09/89302	Music	¼	15	30	45	D
12.		BD/19/09/88335	Music	¼	20	30	50	C
13.			Music	¼	10	10	20	F
14.		BD/19/09/89026	Music	¼	10	15	25	F

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From the above available results, it is crystal clear that students' performances were better in applied examinations before the advent of the Covid-19 started, but, the post Covid-19 results are very bad due to the closure of schools and the inability of students to meet with their lecturers to guide them through some of their musical instruments.

Impacts of Covid-19 Pandemic on Families and the Implications on Students

Pupils/Students are from different homes/families; they are being sent to school to learn. Perhaps to the disappointment of some, the pupils have not generally been sent home to play. The idea is that they should continue their education at home, in the hope that, they will not miss out too much. Families are central to education and are widely agreed to provide major inputs into a child's learning processes, Bjorklund and Salvanes (2011). The current global-scale expansion in home schooling might at first thought be seen quite positively, as likely to be effective, but typically, this role is seen as a complement to the input from schools. Parents supplement a child's learning process by encouraging continuous reading and engaging the wards in other domestic responsibilities that are relevant in life; or, they illuminate history lessons with trips to important monuments or museums.

So, while global home schooling will surely produce some inspirational moments, some angry moments, some fun moments and some frustrated moments, it seems very unlikely that it will on the average replace the learning lost at school. But, the main point is this, there will likely be substantial disparities between families on the extent to which they can help their children to learn as some parents are illiterates. The key differences according to (Oreopoulos et al. 2006) include the amount of time available to be devoted to teaching, the non-cognitive skills of the parents, the available resources (for example, not everyone will have the kit to access the best online materials), and also the amount of knowledge – it is hard to help your child learn something that you do not know/understand yourself. Consequently, this episode will lead to an increase in the inequality of human capital growth for the affected persons, Andersen, S C, and H S Nielsen (2019). During the Covid-19 peak, many parents could not attend to

their wards due to the bad economy situation in the country. Many families were busy farming throughout the period just to find their daily bread and their Children/students were not left out of the farming activities.

Positive and Negative Effects of Covid-19 on Lifestyle of Music Students

The effect of Covid-19 on every sector, both in Nigeria and the world cannot be overemphasized. Among the sectors that were seriously hit by the pandemic is education. The sector has reorganized approaches towards learning both in theory and practices. Some of the **positive effects of Covid-19** on the music students and music education in general are listed but not limited to the following:

1. Entrepreneur Music: Music students began to think in the lines of music entrepreneurship than sole dependence on an academic certification that may or may not guarantee a sustainable source of livelihood in the future and which gives room for more thought provoking uncertainties. This is a green light towards music entrepreneurship and it was only made possible by the unfortunate crisis of Covid-19 pandemic.
2. It encourages online classes to meet up with the global practices
3. It encourages music educator, as well as students in Nigeria to think of the possibility of transferring musical knowledge via online platform
4. It enhances learning from the comfort of your home
5. It gives many music educators and students opportunities to participate in various online musical activities they might not have opportunity to attend.
6. It exposes and encourages many students in the use of social media, such as YouTube, Facebook, etc., in projecting their performances, thereby, making them visible globally.

Negative effects

It is not untrue that the Covid-19 pandemic was a shock to the world and it caught every sector unaware. The advent of Covid-19 has caused some negative impacts on the lifestyle of music students in Nigeria, below are some of the negative effects:

1. Delay in the graduation year: Due to the pandemic, most universities in Nigeria shut down all their academic activities. Although, some private institutions could move their activities online, most institutions in Nigeria were struggling to do so due to lack of necessary facilities to enhance the

sudden change in the platform for teaching and learning. This automatically elongated the academic calendar of most institution, causing almost a year to the graduation of most students at Nigeria's tertiary institutions.

2. Physical/object contact: The discouragement towards physical contact by the government has contributed immensely towards the decline in students' performances and as well, weakening the students' performance zeal. In particular, most average student are finding it difficult to strictly take-on their practical musical instrument for practice, while some concluded that since there has been an embargo on having contacts with objects indiscriminately, the practical examination would be an alternative to practical. In addition, discouragement on physical contact has also stop most students from participating in group work and several academic group activities both in and outside campuses in Nigeria.
3. It encourages laziness among music students, especially the weak ones
4. There has been disapproval of stage and live concert that serve as sources of income for many music educators, thereby, subjecting many music students to other jobs outside music for their daily livelihood.
5. Inflation: This is another negative impact of Covid-19 on all and sundry. The sharp rise in the prices of items and the increment in school fees have caused some students to drop out of school.

Conclusion

The closure of Schools in Nigeria has not only interrupted teaching and learning processes in the country but also globally; and the closure also coincides with key assessments period, leading to the postponement and cancellation of many examinations, conferences, just as many private schools were unable to pay staff salaries.

The global lockdown of educational institutions is going to cause major (and likely unequal) interruption in students' learning, disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. What then can be done to mitigate these negative impacts? Schools need resources to rebuild the losses in learning, once they are open again. How these resources are used, and how to target the

students who were more affected is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponement rather than skipping internal assessments as it was done in some States like Oyo State. Meanwhile, this Covid-19 pandemic has alerted human beings to their helplessness and weaknesses in the face of any global crisis, and has made us to see the vulnerability of our leaders, which should not be indifferent to happenings in any part of the world, as the dire consequences of such happenings may rebound in their own countries. Life will not remain the same after Covid-19 as we are experiencing it now. Therefore, to continue with the routine life that has been the standard practice in the developing countries is to do an incalculable damage to generations unborn. Conscious effort must be made to improve the infrastructure in all facet of life; especially, the educational sector, which happens to be the bedrock of other sectors.

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