



ICT in national pandemic: The hope for academic development (Case study of secondary schools and universities in Owerri municipal Nigeria)

Ihenetu Stanley C¹, Ibe Francis C², Ihenetu Francis C³, Ochule Brenda I⁴, Igbokwe Winner U⁵

^{1-3,5} Faculty of Science, Imo state university Owerri, Nigeria, P.O. Box, Nigeria

⁴ Faculty of Education, University of Jos, Nigeria, PMB Choba, Nigeria

Abstract

Information and communication technologies (ICT) have become more of a classroom to all nation in carrying out academic activities. This research work used descriptive research method of analysis. This study was concerned with looking at the significance and hope of nations through the use of ICT in academic development in secondary and university education in Owerri municipal Imo state, Nigeria. Out of the Two hundred and five (205) respondent used for this research from different schools, including teachers the majority of respondents 132 (64.4%) were females and the remaining 73 (35.6%) were males. Their ages were 73 (36 %) for 16-20 years, 61 (30 %) for 10-15 years, 51 (26%) for 20-25 years and 17 (8 %) for 26 years above. All the 205 respondents indicated that ICT is the only hope for distance learning during national pandemic for academic development. The researcher went further to ask the respondents the frequently used ICT software that aids online learning and the highest respond shown that whatsapp (50 %) was the highest used app due to its ability to reduce data consumption followed by Google classroom (24%). They found out that the use of ICT encourage research activities since all information needed for any form of online research is found on the internet. Majority of the respondents strongly agreed that ICT permits online assignment (57.5 %). Communicating high expectations, emphasizing time on task, creating quizzes and exams, immediate feedback mechanisms are major principles underlying teaching. This research can conclude that ICTs are said to help expand approach to education, support the relevance of education to the progressively digital workplace, and raise educational quality.

Keywords: academic, ICT, national, pandemic

Introduction

As per Daniels (2002) ^[7] ICTs include created inside an exact brief timeframe, the major and the essential structure squares of contemporary society. All nations, countries, urban areas and even towns currently hold onto ICT as the key factor in learning and in clinical fields with the essential comprehension and acing the rudimentary abilities and view of ICT as a major aspect of the key of training, close by perusing, composing and capability. Be that as it may, when the word ICT is referenced, individuals just allude to it as by and large 'PCs and figuring related exercises'. This is fortunately not the situation, in spite of the fact that PCs and their application have fundamentally assume a considerable job in present day data the executives, different advancements and additionally frameworks likewise contain the wonder that is normally viewed as ICTs. Pelgrum and Law (2003) ^[32] express that close to the furthest limit of the 1980s, the word 'PCs' was traded by 'IT' (data innovation) showing a move of center from registering innovation to the ability to store and recover data. This was joined by the presentation of the term 'ICT' (data and correspondence innovation) inside 1992, when email began to get open to the overall society everywhere (Pelgrum and Law, 2003) ^[32]. As indicated by a United Nations report (2001) ICTs contain libraries and documentation focuses, Internet, arrange based data administrations, administration arrangement, data innovation hardware and administrations, media communications gear and administrations, media and broadcasting, business data suppliers, and other related data

and correspondence exercises. As indicated by UNESCO (2002) data and correspondence innovation (ICT) might be viewed as the mix of 'Informatics innovation' with other related innovation, absolutely correspondence innovation. The various sorts of ICT items open and having pertinence to training, for example, sound conferencing, intuitive voice reaction framework, radio stations, video chatting, email, TV exercises, intelligent radio advising, CD ROMs and audiocassettes and so forth have been utilized in instruction for various purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007) ^[3, 35, 36].

ICTs can possibly upset, quicken, supplement, and extend aptitudes, to support and draw in understudies, to help relate school understanding to work works out, make financial feasibility for tomorrow's laborers, just as reinforcing instructing and helping schools change (Yusuf, 2005) ^[44]. As Jhuree (2005) states, much has been said and announced about the effect of innovation, particularly PCs, in training. At first PCs were fundamentally utilized for encouraging PC programming yet the improvement of the chip in the mid-1970s saw the presentation of economical microcomputers into schools at an expedient rate. PCs and utilizations of innovation turned out to be increasingly unavoidable in the public arena which prompted an uneasiness about the requirement for figuring aptitudes in regular daily existence. Hepp *et al.*, (2004) ^[16] guarantee in their paper "Innovation in Schools: Education, ICT and the Knowledge Society" that ICTs have been utilized in training since the time their beginning, however they have not generally been hugely

present particularly in the provincial zones. Despite the fact that around then PCs and other ICT related materials have not been completely coordinated in the learning of customary topic both outside the study hall and inside the study hall circumstances, the generally acknowledged way of talking that instruction frameworks would need to prep residents for long lasting learning in a data society improved enthusiasm for ICTs (Pelgrum and Law, 2003) ^[32]. The feeling that instructing and learning can effectively happen by methods for innovation animates both expectation and consternation. There is the expectation that more students can be cultivated at a more advantageous pace than has recently been the situation, alarm that the frameworks fundamental for conveying innovative assets or shaping a compelling ICT stage are deficient in low-pay nations. Tella *et al.* (2007) ^[37] inspected Nigerian auxiliary teachers' employments of ICTs and its suggestions for additional improvement of ICT use in schools through a registration of 700 instructors. The outcomes demonstrated that for instructors an absence of specialized help in the schools and educators' absence of ability in utilizing ICT were the conspicuous elements frustrating instructors' status and certainty of utilizing ICT during exercises.

Teachers are not continuously fully aware that pedagogic uses of the computer necessitate the development, among teachers as well as students, of new skills and attitudes for the effective use of ICT. Aside from computer/digital literacy, teachers see ICT as sparking interest in students in the subject and in learning and an attitude towards information technology as a learning tool as an essential part of a lifelong interest in learning. Expanding on this, it turns out to be certain that ICT must be connected to the particular needs of creating nations and quit the 'one size fits all' approach (Leach 2005) ^[20] with ICT being utilized as a student focused instrument, rather than inside the more conventional instructional method (Liverpool, 2002) ^[22].

Pandemics are generally ailment flare-ups that become boundless because of the spread of human-to-human disease (Maurice, 2016) ^[24]. There have been numerous huge infection episodes and pandemics recorded ever, including Spanish Flu, Hong Kong Flu, SARS, H7N9, Ebola, Zika (WHO, 2011, Rewar *et al.*, 2015) ^[34] and as of late Corona infection which is otherwise called COVID-19, which the flare-up came like a short in 2019 creation the ongoing national pandemic. A great many people tainted with the COVID-19 infection will encounter gentle to direct respiratory disease and recoup without requiring exceptional treatment. The expression "pandemic" has not been characterized by numerous clinical writings, yet there are some key portrayals of a pandemic, including high assault rates and touchiness, wide geographic expansion, ailment development, curiosity, seriousness, negligible populace insusceptibility, irresistibility and infectiousness, which help us to comprehend the idea better, in the event that we analyze similitudes and contrasts among them. The pandemic related crises have been related with colossal negative effects on wellbeing, economy, society and security of national and worldwide networks. Also, they have caused noteworthy political and social interruption (WHO, 2011).

Over the previous years there are examines that connect to the significance of the utilization of ICT in different scholarly and wellbeing association. The main interest, motivation and problem of this study therefor is to

investigate the significance of ICT in academic development to a national pandemic in secondary schools and universities in Owerri municipal Imo state; case study of selected schools in Owerri municipal. Considerable attempts may have been made at researching on some variables or factors affecting the use of ICT (Gaskell and Tait, 2003) ^[9], but this research work moved to explore the significance and roles of ICT in the midst of national pandemic. Generally speaking, it is fought that separation learning models, conveyed using new ICTs, have an enormous add up to proposal in defeating issues in the training frameworks of African nations and the world everywhere (Grace and Kenny, 2003; Gaskell and Tait, 2003) ^[13, 9]. Perraton (2000) ^[33] recommends that separation instruction can be utilized effectively and effectively for every one of the four principle parts of educator preparing: giving student instructors overall training information; improving their insight into the subjects they will show utilizing ICTs; showing them youngsters, the educational plan and teaching method; and building up their study hall abilities both in physical study hall and separation learning homeroom for separation learning (Perraton, 2000) ^[33].

This study is concerned with looking at the significance and hope of nations through the use of ICT in academic development in secondary and university education in Owerri municipal Imo state, Nigeria. In order to achieve this, this study will do the following:

1. Explain the concept of ICT in education and national pandemic
2. Conclude what roles and significance ICT can play in academic activities development
3. Determine the basic awareness, knowledge and skills teachers and students have that are necessary for participation in the use of ICT in schools and homes during national pandemic.

The significance of this study lies on two different areas; the state government and the school authorities. As known by all educators, the teachers plays the major significant role in formation of a child's personality, socialization and community development through their verse knowledge in learning and psychological training using various methods but most teachers are not acquainted with ICT knowledge and principles because of their regular physical classroom methods. If the concern of education, in particular is to inculcate knowledge to the child using any method and even outside the classroom, then this research work shall be of great importance to parents, school children, educators and the nation. The major significance of this study are listed below;

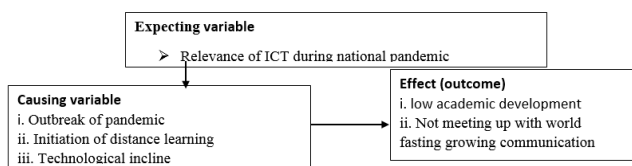
1. Government: the findings of this study would help the federal, state and local government communities to know the importance of ICT in schools and during national pandemic.
2. School authorities: the discoveries additionally would be of extraordinary assistance to the school specialists to know how the qualities and significance of ICT being developed of scholarly arrangements in schools.

The utilization of ICT in instructive settings, without anyone else goes about as an impetus for change in this area. ICTs by their very nature are apparatuses that advance and bolster independent learning and separation learning too. Understudies utilizing ICTs for learning purposes become

lowered during the time spent learning and as an ever increasing number of understudies use PCs as data sources and intellectual apparatuses, the impact of the innovation on supporting how understudies learn will keep on expanding. This is luckily not the situation, despite the fact that PCs and their application assume a noteworthy job in current data the board, different advancements as well as frameworks likewise envelop of the marvel that is ordinarily viewed as ICTs. There are many attempts (UNESCO, 2002), to establish the general set of principles that need to be in place for ICTs to be used effectively in teacher training. The emphasis is primarily placed on the necessity for teachers first to be trained in basic ICT skills so that distance learning can be encouraged even in the presence of national pandemic. Emanating from the main research problem, namely ICT in national pandemic for academic development in schools has the following research questions:

1. What is ICT?
2. Why should students and teachers be encouraged to use ICT?
3. What roles can ICT play in academic development during national pandemic?

The conceptual framework is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate. Uwaifo (2006) [41] defines conceptual framework as a streamlined representation of an empirical situation of phenomenon. The model for conceptual framework of this study was adapted from (Whitemarsh, 2008) [42] on the relationship between the predictor variables, precipitating variable and the decision to drop out. Whitemarsh’s model was successful in identifying the patterns and the relevance of ICT schools students. The rationale for adapting Whitemarsh’s model was based on the fact that the study was conducted within the Nigeria where all the schools share almost similar social life environment. Two categories of variables are used to guide the framework for this study, they include the expecting and triggering variables (causing variable) (Ballantine and Hammerick, 2009) [2]. The major components of the overall conceptual framework are summarized in below conceptual framework.



Source: research survey, 2020

Fig 1

ICTs propose special opportunities to quicken growth and increase innovation in every local setting, thereby permitting individuals and institutions to interact more efficiently with the worldwide economy and the more extensive world. Be that as it may, to understand their latent capacity, advancements must be a piece of a blend of beneficial changes and supporting abilities. Assets must be

coordinated by creativity joined with different activities by neighborhood pioneers, teachers and business visionaries to accomplish individual and institutional purposes. Instruction has been distinguished as one of the open parts generally molded by innovative turns of events (Kozma, 2005) [17]. The improvement of instructive frameworks and expanded instructive accomplishment are essential to nations' groundwork for worldwide, innovation-based changes in all parts.

Research Methodology

Research Design

According to Owusu-Bempah (2017) [30], research design is the approach for study and the plan by which the strategy is to be carried out specifying the methods and the technique for the data collection, measurement, and analysis of data. This study design was descriptive survey design. This is a strategy for gathering data by talking and managing a poll to an example of people. This kind of configuration was likewise valuable when gathering data about individuals' perspectives, sentiments, and propensities.

The Study Area Description

Owerri is the capital of Imo State, Nigeria. It has a region of 58 km² and a populace of 127,213 as per the 2006 registration. The postal code of the zone is 460. Owerri city sits at the crossing point of streets from Port Harcourt, Onitsha, Aba, Orlu, Okigwe and Umuahia. It is additionally the exchange place for palm items, corn (maize), sweet potatoes and cassava (manioc). Squeeze Ukwu Owere showcase is the primary market in Owerri Municipal. It is explicitly in South Eastern Nigeria. It lies between geographic co-ordinates of scope 4°45 and 7°15, 'N and longitude of 6° 50'E with a region of around 5,100sq km (Imo State Government, 2010). The state has a typical limit with Abia state on the East, Anambra state on the North, and Rivers state on the South.

Population of the study

Population is an organization of people or things that a researcher has in mind from which one can acquire information and draw conclusion. The objective populace is that populace to which a scientist needs to distort the consequences of the investigation. The objective populace of this examination included educators, school understudies in chosen optional schools and colleges from Owerri metropolitan of Imo state, Nigeria. The schools include Federal Government Girls College Owerri, Baptist secondary school, Boys model secondary school, Logos International Secondary School, Holy Rosary secondary school, Federal university of Technology Owerri and Imo state university Owerri. The samples were selected randomly from different classes, gender and ages in these different schools. The respondents were picked randomly from the above named schools in Owerri as shown in the table below:

Table 1: Names of school and number of correspondents each

S/N	Names of Schools	Number of students	Percentage of students
1.	Federal Government girls college Owerri	25	12.2
2.	Baptist secondary school	30	14.7
3.	Boys model secondary school Owerri	15	7.3

4.	Logos International Secondary School	10	4.8
5.	Holy Rosary secondary school	20	9.7
6.	Federal university of Technology Owerri	40	19.5
7.	Imo state university Owerri	45	21.9
8.	Teachers/lectures	20	9.7
	Total	205	100

Sample Size and Sampling Techniques

Krejcie and Morgan, (2011) ^[19] define sample as a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusion. Sampling techniques refers to the process of selecting the participant of the study as a sample from the population. All students both in private and public secondary schools and public universities as mentioned above in Owerri municipal constituted the population of the study, including teachers and lecturers; only two hundred (205) respondents constituted the sample for the study and this was possible through random sampling techniques. The study was carried out by the use of interviews and questionnaires.

Instrument for data collection

The research instruments used in this study were observation, interviews and questionnaires.

The questionnaires

They were designed using closed and open-ended questions. It was an appropriate instrument because all the respondents were learned and competent of answering the items written in simple English language. This is a type of research instrument that gathers data of a large sample. The items in the first section required demographic information about the respondents such as age, sex, class, school etc. The second part sought information on importance of ICT in academic development to a national pandemic in secondary schools in Owerri municipal Imo state.

Interviewing

An interview is described by Gillham (2000) ^[10] as a conversation, usually between two people, in which one person (the interviewer) is seeking responses for a particular purpose from the other person (the interviewee). Marks, (2000) ^[23] is more precise in saying that an interview is a form of discourse shaped and organized by the asking and answering of questions, thereby allowing the interviewer and interviewee to talk about the focus of the study, and it also leads to a discussion of thoughts and perceptions. Gillham (2000) ^[10] says that the overwhelming power of the face-to-face interview is the "richness" of the communication that is feasible. According to Naylor and Sayed. (2014) ^[29], in this type of research the interview is used as the dominant strategy of data collection, in combination with observation, document analysis or other techniques. In all these situations, the interview is used "to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret some piece of the world.

Validity of the Study

Validity is the extent to which the results acquired from the analysis of the data really represent the phenomenon under study. Validity is an erstwhile qualitative procedure test of the research instrument in attempting to establish how they

are accurate, correct, true, and meaningful and right in enhancing the intended data for the study. A pilot study was carried out to help the researcher in documentation of items in the research instrument that might bring about equivocality in eliciting the significant information. The items which were found to be abstruse in eliciting the relevant information were reconstructed.

Reliability of the Study

Reliability of a research instrument is a measure of the amount to which the instrument give up regular data after repeated examinations. Reliability of a questionnaire is concerned with the constancy of responses to the researchers' questions. Responses of each question in the questionnaire were associated with those of other questions in the questionnaire. A few questionnaires were given to a few respondents before the real study to determine whether the questions were understood by the respondents.

Pilot Study

Before data collection, the questionnaires were pre-tested to guarantee their validity and reliability. The significance of the items to the objectives of the study were evaluated to ensure comprehensive context coverage. The set of questionnaires were administered to a sample of 5 persons in one of the communities which were not included in the sample. The following areas were contemplated: the clearness of instruction on the questionnaires, the simplicity and appropriateness of the language used, the length and time taken by each respondent to complete the questionnaire.

Administration of primary data

This study was conducted with the goal of examining ICT in national pandemic, the hope for academic development in schools. Part one deal with the demographic variables of the respondents. Part two of the questionnaire deal with the importance of ICT in schools during the national pandemic, the respondent are meant to choose from the scaling options. Also, personal interviews was adopted to write down should incase the individual cannot write expressly.

Method of data analysis

The basis of data is primary and secondary. The primary data collected from the source is inspected and edited. Data analysis was achieved by means of descriptive analysis. The data collected was analyzed using simple statistics. Data analysis was based on a thorough examination of the field notes, on observations made, and on responses of each participant observed and interviewed. The researcher used the continuous comparative method i.e. qualitatively comparing and contrasting each topic and category to determine the distinctive characteristics of each. The questionnaires were tested for completeness, accuracy of information and uniformity. The questionnaires were checked to see if there were mistakes and lapses, adequate information and legibility and appropriate responses.

Instrument of Data Analysis

All the information from the questionnaire was entered into the Statistical Package for the Social Sciences (SPSS) Version 16.0. It was used to generate descriptive statistics. The interpretation of the descriptive statistics made it possible to make suitable inferences in terms of their effects on students' academic performance. With regard to the analysis of the semi-structured interview data, the qualitative data was used to clarify the quantitative responses.

Results and Discussion

Characteristics of the Respondents

The figure 1 below showed the number of respondents with respect to their sex and ages. According to the results, it was

revealed that majority of respondents 132 (64.4%) were females and the remaining 73 (35.6%) were males. This implies that gender was considered in selecting respondents so as to get consistent information regarding the relevance of ICT from both sexes. According to the result it was revealed that the majority of the respondents 73 (36 %) aged between 16-20 years, followed by 61 (30 %) whose age ranged between 10-15 years while 51 (26%) their age ranged between 20-25 years and the remaining 17 (8 %) ranged for 26 years above. This implied that respondents were mature enough to make judgments in all aspects of life. Also, all the respondent were able to write and also read, with that they are all educated, despite most of them are still in secondary school but have the ability to read and write.

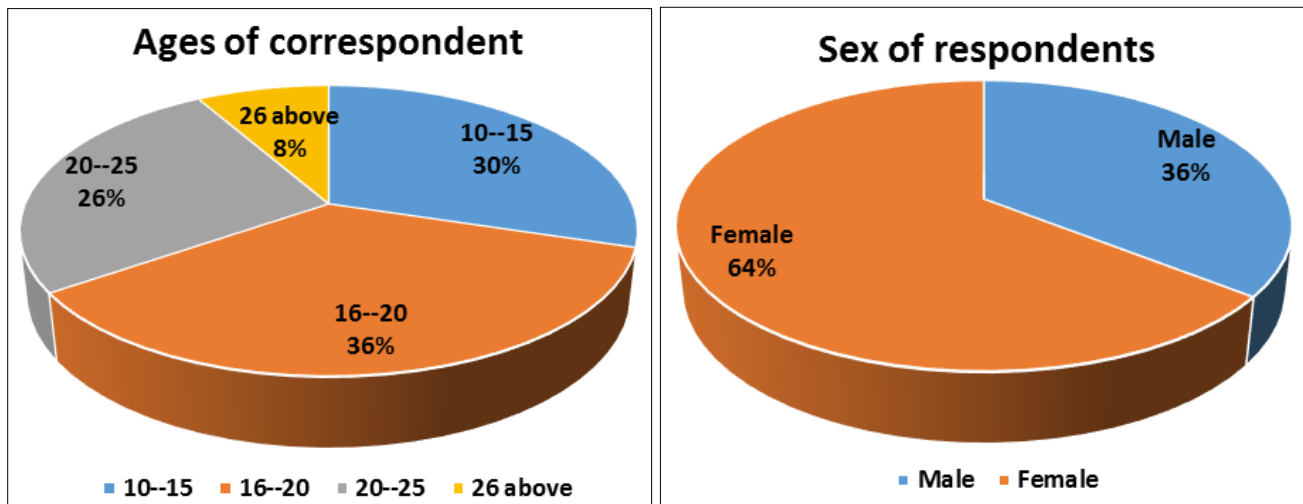


Fig 1: Age and sex of Respondent (Source: Field survey, 2020)

General view on the relevance of ICT

From the result obtained from this study as shown in figure 2, presents the response by the respondents on their awareness on the relevance of ICT during national pandemic on student's academic performance. The questionnaires were administered by the researcher to 205 respondents as seen above. The question was: Are there hope for academic through ICT in national pandemic? All the respondents indicated that ICT is the only hope for distance learning during national pandemic for academic development.

Frequently used online teaching Apps

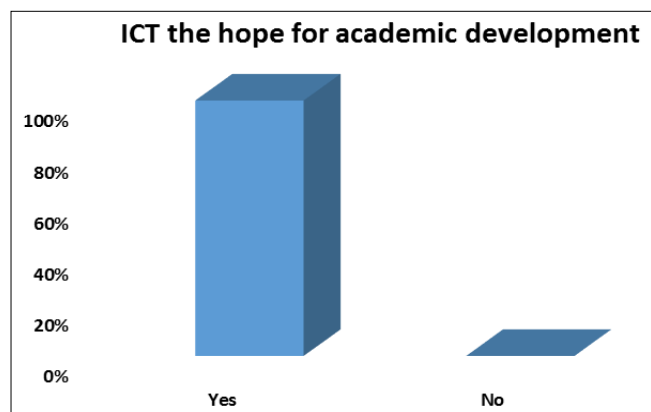
The researcher went further to ask the students the regular and frequently used ICT software their teachers and lecturers uses to communicate with them during the national pandemic and why they are being used. The data obtained had shown that whatsapp (50 %) had the highest used by the students and from the personal interview with the respondent, they testified that the use of whatsapp is less expensive and it does not require strong network.

On the use, one of the students had this to say: *Chinazo in Imo state university, had this to say: whatsapp is the app that can be easily assessed by us students and its not data consuming as other communication apps. Also, it can easily record voice notes and we can easily have asses to the lecturers' voice notes any time we come on line.*

Another said: *Ebuka had this to say: leaning from whatsapp software is better or me, our teachers only record their voce notes and send to us, they don't even see us and I like it. I think it saves battery too.*

Google classroom (24 %) was the second in use by the students and teachers. From the interview sessions had with some of the students, they testified that Google classroom can also do some of the functions that whatsapp can do and also it doesn't consume data.

On the use, one of the students had this to say: *Chizzy in Jss 2 had this to say: we do online classes and we use Google classroom, we can ask questions in the class and copy note as well. Our teacher always connect before us but*



Source: Field survey, 2020

Fig 2: Awareness on the relevance of ICT in education during national pandemic

most times network can interrupt the class a little. The results also showed that Microsoft team had 12 % respondents for those using it, zoom has 10 %, Skype had 4 % and the respondents stated clearly that they have not tried

using slack. The summation of the data obtained from the communication apps that aids distance learning are summarized in figure 3 below.

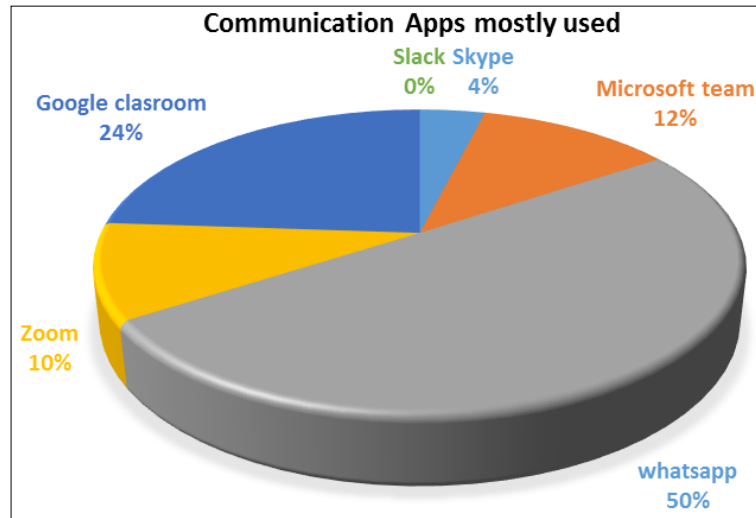


Fig 3: Frequently used teaching Apps by teachers

Summarized general research questionnaire

The part of the questionnaires and interviews that the researcher used for this section are summarized into ten (10) items structured on a modified 4-point ticker’s scale of “SA (Strongly agree)”, “A (Agree)”, “D (Disagree)”, and “SD

(Strongly disagree)” to elicit information about the research questions with some statistical techniques; min, max and mean±standard deviation. The researcher monitored the questions to ensure accuracy in answering each question and the summary are shown in table 2.

Table 2: Use of Social Media in the Academic Setting

Variable	SA (n)	A, % (n)	D % (n)	SD% (n)	Min	Max	Mean±Std
Enables class discussion	28.9 (58)	27.8 (57)	26.4 (54)	17.5 (36)	36	58	10.31
Distribution of research activities	40.9 (84)	29.7 (61)	17.1 (35)	12.2 (25)	25	84	26.58
Permits online assignments	57.5 (118)	36.5 (75)	4.9 (10)	0.9 (2)	2	118	55.21
Gives room for immediate feedback	17.5 (36)	21.9 (45)	38.5 (79)	25.9 (53)	36	79	18.51
Active learning	15.1 (31)	27.3 (56)	30.2 (62)	27.3 (56)	31	62	13.79
Communicate high expectation	27.8 (57)	32.2 (66)	32.6 (67)	20 (41)	41	67	12.03
Emphasize time on task	30.7 (63)	37.5 (77)	44.2 (46)	9.3 (19)	19	77	24.95
Creating quizzes and exams	59.0 (121)	27.8 (57)	9.2 (19)	3.9 (8)	8	121	51.01
Encourage practical subjects and courses	4.3 (9)	8.3 (17)	31.7 (65)	55.6 (114)	9	114	48.59
Encourage exams without malpractice	2.9 (6)	12.1 (25)	31.2 (64)	53.2 (109)	6	109	45.58

Form the results obtained and as seen in table 2, 58 (28.9 %) respondents strongly agreed that the use of ICT for distance learning encourages class discussion, 57 (27.8 %) respondents agreed to that, 54 (56.4 %) respondents disagreed on the use of ICT for effective class discussion while 36 (17.5 %) strongly disagreed to that, this is in line with the results obtained by Ashish *et al.*, (2013), who identified the use of ICT for distance learning for both adult learning and normal school standards. Students find it fun to do online research with their mates, they find it interesting since they will in the other hand discuss and chat about their selves. From the data summarized in table 2, 84 (40.9 %) strongly agreed on the distribution of research activities using ICT, followed by 61 (29.7 %) which was agreed, next by 35 (17.1 %) which disagreed with that and lastly 25 (12.2 %) which strongly disagreed. Cholin, (2005) [6], researched on the Study of the application of information technology for effective access to resources and Chandra and Patkar, (2007) [5] researched on the use of ICT as catalyst for enriching learning. They found out that the use of ICT encourage research activities since all information needed

for any form of online research is found on the internet. Majority of the respondents strongly agreed that ICT permits online assignment. Communicating high expectations, emphasizing time on task, creating quizzes and exams, immediate feedback mechanisms are major principles underlying teaching. Active learning had the highest percentage of disagree 62 (30.2 %) while 31 (15.1 %) strongly agreed on the encouragement of the use of ICT for active learning. 6 (2.9 %) respondents strongly agreed on the encouragement of exam without malpractice using ICT, 25 (12.1 %) agreed, 64 (31.2 %) disagreed and 109 (53.2 %) strongly disagreed. This is also in agreement with the findings of Kozma, (2005) [17] also noted that ICT aids easy access to the other materials since there is no proper supervision since the students will have access to other materials in their various homes.

Conclusion

Based on the widespread usage of ICTs in education the need seemed to unstitch the myth that surrounds the use of information and communication technology (ICT) as an aid

to teaching and learning for all forms of distance learning amidst of national pandemic, and the impact it has on students' academic performance. ICTs are said to help extend way to deal with training, bolster the significance of instruction to the continuously advanced working environment, and raise instructive quality. Be that as it may, the experience of presenting distinctive ICTs on the web based learning stages and other instructive settings everywhere throughout the world recommends that the full perception of the possible instructive advantages of ICT in creating scholarly accomplishment of understudies during national pandemic. The results indicate that ICT approaches has been the only hope for academic activities during the national pandemic. Collaboration on research and configuration of online exams to avoid examination malpractice should be handled and strategize as students testified easy access to other materials online during examination and other evaluation. Reasons for these findings could be a lack of understanding of the potential uses of these tools in the academic and research setting.

Conflict of interest

The authors declare that there were no conflict of interest during and after this research work and processes.

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