Lesson from Covid-19 Pandemic: Nigeria E-Readiness for Future Impromptu Occurrences

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Abstract

The COVID-19 pandemic exposed critical lessons for Nigeria's e-readiness in addressing future impromptu occurrences. The abstract outlines the key insights derived from various sources such as the health sector System Preparedness. Lessons from the pandemic underscore the need for Nigeria to enhance her health system readiness to bring under control future epidemics and outbreaks. Nigeria must recognize that pandemic preparedness is an ongoing process that demands continuous monitoring, evaluation, and adaptation. Lessons from COVID-19 emphasize the need to stay vigilant and adapt strategies based on the evolving nature of health crises. This includes building robust healthcare infrastructure, ensuring an adequate supply of medical resources, and improving response mechanisms. Also, e-Learning Readiness in education was discussed. The pandemic highlighted the significance of e-learning readiness for Nigerian institutions. The ability to transition to online education swiftly and effectively is crucial. Education system in Nigeria should urgently invest in digital infrastructure, faculty training, and course development for seamless e-learning experiences. Conducting e-readiness assessments is essential for Nigeria to gauge its preparedness for digital transformation. These assessments should consider various quantitative criteria, with a focus on ICT market development indicators, to determine the nation's e-readiness in case of any unforeseen and impromptu outbreak. Suggestions were made such as to provide digital skill training for teachers in all the institutions, parents. Non-governmental organizations (NGOs) and the Nigerian government should put head together to provide digital learning infrastructures and equip the hospitals to a great standard with trained medical staff.

Introduction

Every society's cornerstone education shapes people as individuals, as well as communities and nations. Acquiring knowledge, skills, values, and attitudes is the process of education. It usually takes place in actual classrooms with the help of teacher's facilitation (Martinelli *et al*., 2021). A pandemic is an extensive illness outbreak that spreads over several nations or continents and affects a large number of people. It is defined by the disease's rapid and persistent spread, which raises the number of cases significantly and frequently has detrimental effects on people's health, relationships, and economy (Ajisegiri *et al*., 2020). Many a times when a pandemic is discussed, thoughts turn to COVID-19. There are numerous instances of pandemics with the inclusion of COVID-19. The new coronavirus known as SARS-CoV-2 produced a pandemic that started in late 2019 and rapidly spread

over the world; resulting in millions of infections and fatalities (Ajisegiri *et al*., 2020). It led to significant efforts in vaccine development and public health initiatives. Another is influenza pandemics, which have happened multiple times, such as the H1N1 pandemic in 2009, the Asian flu in 1957, the Spanish flu in 1918, and the flu in Hong Kong in 1968 (Rohrich *et al*., 2020). Since its discovery in the 1980s, the HIV/AIDS pandemic has impacted millions of individuals worldwide and has been going on for decades. Additionally, cholera pandemics have happened across time, with outbreaks affecting several nations as a result of contaminated water sources (Sow *et al*., 2022). The Ebola pandemic virus, which affected numerous nations in West Africa between 2014 and 2016, was responsible for multiple isolated outbreaks. These are all pandemics that people should be aware of in order to prepare and avoid tainting education in the event that they arise at any time (Afolabi *et al*., 2021). Climate and environmental problems, socioeconomic inequality, population density with urbanization, healthcare infrastructure, antimicrobial resistance, pathogen features, and many more factors are among those that affect pandemics (Pierce, 2021).

However, the Covid-19 epidemic presented unprecedented difficulties that had an impact on the entire world, revealing weaknesses in a number of industries (Ahmad *et al.,* 2019). The term "COVID-19 pandemic" describes the worldwide spread of the novel coronavirus disease COVID-19. When symptoms of a respiratory disease with unclear origins were first noted in the Chinese province of Hubei in the city of Wuhan in late 2019, the pandemic broke out (Ahmad *et al*., 2019). The illness was brought on by the SARS-CoV-2 coronavirus strain (Severe Acute Respiratory Syndrome Coronavirus 2). "COVID-19" refers to "Coronavirus Disease 2019," denoting the year of the disease's initial discovery. The first mention of this respiratory ailment with unclear cause was made in Wuhan, China's Hubei region. It swiftly spread to other areas of the world, causing a global health crisis and having a major impact on public health, the economy, and society (Kaswa, 2020).

A global calamity of unprecedented proportions, the Covid-19 pandemic upended almost every aspect of human life. It compelled governments, corporations, schools, and society at large to quickly adjust to new modes of operation, with digital technology emerging as the pivot for stability. As the globe struggled to address the pandemic's many issues, it became evident that a country's level of e-readiness—that is, its capacity to use digital technology in unexpected and spontaneous situations—could mean the difference between resilience and fragility (Ozili, 2021).

On February 27, 2020, news of Nigeria's first confirmed case of COVID-19 was released. In order to stop the spread, the government moved quickly to impose travel bans, establish quarantine guidelines, and launch public health awareness programs. International flights were halted, public gatherings were limited, and schools were closed (Ayouni *et al.,* 2021). The pandemic presented issues for Nigeria's healthcare system (Ayouni *et al*., 2021). The growing number of cases frequently overloaded hospitals and other medical institutions. Limited testing capacity, subpar medical supplies, and a lack of personal protective equipment (PPE) for healthcare personnel were among the issues raised. Millions of children' educations were disrupted by school closures. Even when some educational institutions made the switch to online instruction, many students—especially those in rural areas—lacked access to digital resources. Educational disparities were made worse by the digital divide (Adejimi *et al*., 2020).

Nigeria implemented lockdowns in its main cities to stop the virus's spread (Adejimi *et al*., 2020). Community spread proved difficult to control, even with containment measures in place. Nigeria also identified and addressed many viral variations, emphasizing the necessity of genetic surveillance and flexible public health measures (Eranga, 2020). Significant economic consequences resulted from these lockdowns, especially for the informal sector, where a sizable section of the populace makes their living. As a result of job losses and a decline in economic activity, many people experienced financial hardship. Education came to a complete halt as a result of the pandemic's effects on mental health and wellbeing. Stress and anxiety levels rose as a result of isolation, virus dread, financial strain, and alterations to everyday schedules (Sagnelli *et al*., 2020).

In Nigeria, the private industry and civic society were vital to the country's pandemic response. Initiatives included mask-wearing, social distancing, and the production of medical personnel, equipment, and hand sanitizers. Additionally, community-led initiatives to support vulnerable people have evolved (Ohia, 2019).

The situation was still changing as of the reviewer's most recent knowledge update in September 2021, and Nigeria, like many other nations, was still figuring out how to deal with the pandemic's issues. For up-to-date details on Nigeria's COVID-19 situation, please consult reputable news sources or authorized government sources. Education in Nigeria was not exempt from these difficulties; in fact, the circumstances drove the country to adopting online or remote learning, particularly for students from wealthy backgrounds and those preparing to take external or international exams like the National Education Certificate Organization (NECO), the Advanced Level Examinations, and the West African Examination Certificates,

which are commonly known as the Senior Secondary Certificate Examination (SSCE) and many other examinations. Digital/electronic learning was consequently implemented at all teaching and learning levels (Olutola, 2016).

Nigeria somehow managed this catastrophe through using vital lesson that is being technologically ready to handle unforeseen circumstances by applying electronic learning (e-learning) in the absence of classroom. Electronic learning, also known as e-learning, is the process of delivering educational content, instruction, and interaction via online platforms using digital technologies. It includes an extensive array of digital tools and resources that support learning outside of typical classroom environments (Liu, 2021). E-learning has become more popular in Nigerian education as a means of enhancing the learning process, removing geographical boundaries, and increasing access to high-quality education (Bashitialshaaer *et al*., 2021).

A key component of human development is education, and as cutting-edge technologies like artificial intelligence, e-learning, virtual learning, augmented reality, and online learning have become more prevalent; the nature of education has undergone tremendous change. An essential part of this shift is e-learning, often known as electronic learning which has assumed one of the cutting edge technologies in education. Thanks to technological innovations, e-learning has completely changed the educational landscape. It provides adaptable, interesting, and easily available learning opportunities (Zaguia *et al*., 2021).

Learning Management Systems (LMS), multimedia content, interactive assessments, and communication tools are some of the essential elements that make up e-learning and online learning. These components make it easier to provide content, engage students, and assess learning. In order to supplement traditional teaching techniques and increase access to education, a large number of institutions including universities, polytechnics, monotechnics, colleges of education, secondary schools, and other forms of educational organizations, are implementing online platforms (Makumane, 2021).

E-learning, or online learning, is a revolutionary method to education that has been increasingly popular in the last several years. It is different from traditional classroom-based instruction since it makes use of digital technology to provide students with instructional materials online. There are several reasons why this cutting-edge method of instruction is becoming more and more prevalent (Chukwuemeka *et al*., 2021).

With online learning, students can access their schoolwork and educational materials from any location with computer and an internet connection. Because of its accessibility, learning can be customized to meet each student's needs and timetable, which makes it a great option

for parents, working professionals, and people with hectic schedules (Chiel *et al.,* 2020). There are many different courses available on online learning platforms, covering a wide range of topics and ability levels. Because of this diversity, people can pick courses that specifically address their interests and job aspirations, promoting lifelong learning (Adeyeye *et al.,* 2022). A lot of online courses make use of individualized feedback and adaptive learning tools, there allowing learners to move at their own speed and get help when there is need for it. To fully utilize online-learning for Nigeria's educational landscape, however, policymakers, technology providers, and educational institutions must work together to address persistent issues with equal access, digital literacy, and quality assurance (Olanrewaju *et al.,* 2020).

Formally and informally, e-learning and online learning are progressively being included into Nigeria's educational system. Since pandemics are inevitable, even though we may not be able to predict their exact form or frequency, one must begin preparing for potential future pandemics in order to avoid being caught off guard (Hassan *et al.,* 2021; Ugoma *et al*., 2021). This led to the study's goal of determining how equipped Nigeria's educational system is to continue teaching in the advent of an unplanned pandemic outbreak. The researcher is examining the quality of digital infrastructures that are available as well as the ability of the teachers to continue teaching and studying online without any interruption in the unparalleled event of an outbreak. Traditional education is shifting as a result of e-learning becoming more accessible, flexible, and learner-centered. It gives students more influence over their education and enhances what they learn in the classroom. E-learning has many advantages, such as cost-effectiveness, schedule flexibility, self-paced learning, accessibility for a variety of learners, and the capacity to reach a worldwide audience. A complete electronic learning environment includes a learning management system (LMS), multimedia, content, user interface, communication tools, mobile compatibility, privacy and policy, and numerous other components that work together to produce the intended results. Additionally, working professionals, adult learners, and isolated or underprivileged communities can all benefit greatly from e-learning (Lawrence *et al.,* 2021).

E-learning, which is comparable to online and remote learning, increases access to education, eliminates regional obstacles, and promotes lifelong learning. With the use of interactive exercises, tests, and multimedia information, it accommodates a variety of learning methods. The COVID-19 epidemic hastened the adoption of e-learning as a crisis management strategy for maintaining educational continuity. Digital literacy, technology access, and successful pedagogical techniques are prerequisites for e-learning success. The

convergence of e-learning, distance learning, remote learning, and online learning in the current digital era create a dynamic, inclusive learning environment where information has no boundaries (Olanrewaju et al., 2020).

What is "E-Readiness"?

The term "e-preparation" describes the degree of competence and readiness that people, groups, or countries have to use and capitalize on electronic or digital technologies. The degree to which educational institutions, learners, and teachers are prepared to use digital technology for efficient teaching and learning is known as "e-readiness" in education (Van *et al*., 2021). It includes a range of elements, including technological infrastructure, digital literacy, access to technology, and the capacity to modify and incorporate digital technologies into many spheres of life, employment, education, and government. "E-readiness" describes a country's capacity to use digital technology quickly and efficiently in the face of unplanned events such as the pandemic (Baber *et al.*, 2022). The phrase "e-readiness" refers to a country's capacity to effectively use digital tools and platforms during times of crisis, as well as its technological infrastructure. Following the pandemic, assessing (Hamdan *et al*., 2020). Nigeria's e-readiness in light of the COVID-19 epidemic highlights both its strengths and weaknesses. In the framework of assessing a country's e-readiness, which entails determining the general condition of the technological infrastructure, the accessibility of digital tools, the population's degree of digital literacy, and the ability to use technology to advance social, economic, and educational goals. A country that has a high level of e-readiness is well-positioned to swiftly adopt and modify digital technologies in response to unforeseen circumstances or obstacles (Van *et al*., 2021).

This essay explores a poignant insight gained from the Covid-19 pandemic: Nigeria's preparedness or lack of unforeseen events in the future. Nigeria's digital readiness was put to the test severely by the COVID-19 epidemic, which revealed both its advantages and disadvantages in the digital sphere. Nigeria found itself at a critical juncture, providing priceless insights that can help steer the country toward a more resilient future. In addition to identifying the urgent issues that require immediate attention, such as internet connectivity, digital literacy, healthcare technology integration, and business continuity planning, this investigation will analyze the successes achieved during the pandemic, such as investments in digital infrastructure and the adoption of e-learning. Moreover, it will delineate practical measures to reinforce Nigeria's e-readiness for upcoming unplanned events, guaranteeing that the country can not only withstand unforeseen calamities but also prosper in an increasingly digital milieu.

The state of telecommunications networks, internet connectivity, hardware, and software resources are all factors that support e-readiness. One essential component of e-readiness is a robust IT infrastructure. The ability of people and organizations to use digital technology efficiently is referred to as e-readiness. This involves being able to use software, mobile devices, computers, and navigate online settings (Dehghan, 2022). The accessibility of digital content and information resources are crucial. These include online databases, instructional materials, and government services. Having access to pertinent information is also essential for making decisions and solving problems. A supportive legal and regulatory environment is crucial for e-readiness. This covers government policies that support digital inclusion and innovation as well as regulations pertaining to data privacy, cyber security, and e-commerce. The presence of online service delivery platforms and digital government services, which can expedite administrative procedures and enhance public service accessibility, is a common indicator of e-readiness (Bengio *et al.,* 2020).

E-readiness in the context of economies and businesses refers to the ability to leverage digital technologies for higher levels of innovation, productivity, and competitiveness. E-commerce, digital marketing, and online customer interaction may all be included in this. Programs for education and training that give people digital skills and knowledge are essential (Nguyen et al., 2021). Cyber security measures and the capacity to shield data and digital assets from online attacks are also taken into account when assessing e-readiness. This dynamic idea changes as technology progresses and as society does. Of a fact, in order to evaluate how successfully these organizations can adjust to and profit from the digital era, it is frequently evaluated at multiple levels, including individual, organizational, regional, and national levels (Muthuppalaniappan *et al.*, 2021). E-readiness evaluations assist companies, organizations, and politicians in determining what needs to be improved in order to fully utilize digital technology for their goals and successfully address possibilities and difficulties in the digital age (Ozili, 2021).

Comprehensive Analysis of E-Readiness and Pandemic Preparation in Nigeria's Educational System

The COVID-19 pandemic has made it imperative for Nigeria's educational system to integrate e-readiness with pandemic preparedness. These two elements are closely related since having an effective e-readiness level can considerably improve a nation's ability to respond to pandemics and other unforeseen calamities. The investigation of the connection between education and pandemic preparedness in Nigeria was deemed appropriate. Pandemic preparation in the context of education refers to setting up procedures and strategies to ensure

that teaching can continue in the event of an emergency/epidemic occurrence, like a pandemic. A respectable and established institution should have well-defined plans in place for transitioning to online/remote learning when the situation calls for it. The plans should specify what is expected of students in terms of communication, online learning, and assessment approaches (Morales, 2020). Parents, educators, and learners should all have access to effective communication tools during emergency. This entails sending out updates and instructions via email, messaging services, and websites. Ensuring that kids have devices, such laptops or tablets, is essential, and having internet connectivity is compulsory and very crucial (Smith, 2020). It is imperative that the digital divide be addressed in order to prevent children from underprivileged families from dropping behind. The curricula should be sufficiently flexible to enable online learning. This could mean changing the way that the instruction is delivered, putting course materials into digital format, and providing additional support to learners who struggle with online learning. Pupils could also find the shift to online learning simpler and interesting if their teachers are equipped for the digital era and can adapt to teaching remotely during a pandemic (Shin, 2021).

Challenges in e-readiness and the Way Forward:

Nigeria finds it challenging to prepare for pandemics and become e-ready. The "digital gap," which describes unequal access to technology, a lack of online resources, and inadequate preparation for teachers in digital pedagogy are examples of these problems (Ng *et al.,* 2020). In order to address these problems, Nigeria should give priority to boosting internet availability and providing devices to underprivileged communities. Create comprehensive programs for instructors and students to learn digital literacy (Boriani *et al.,* 2021). Provide teachers with ongoing training on online teaching techniques and technology use. Nigeria has the capacity to develop adaptable curricula that facilitate seamless transitions between in-person and virtual learning environments, in addition to continuously testing and updating emergency response plans for educational institutions (Owolabi *et al*., 2020).

E-readiness and pandemic preparedness are related ideas that could significantly increase Nigeria's educational system's resilience to calamities like pandemics. Nigerian education's future will depend on resolving the problems and creating a culture full of digital readiness (Ogoina *et al*., 2021).

What are the lessons Nigeria education gathered from the pandemic?

The COVID-19 pandemic presented numerous challenges for Nigeria's educational system, but it also brought about important insights and knowledge that will shape education going forward. The epidemic demonstrated how crucial it is that educational institutions get ready

for the digital era (Van *et al*., 2021). Educational institutions need to make investments in a robust digital infrastructure, which includes stable internet access and the availability of necessary hardware and software. Digital literacy is necessary for both instructors and students to use e-learning platforms and applications efficiently. Digital literacy programs should be a mandatory part of education (Sá, 2020). The pandemic demonstrated the value of flexible approaches to curriculum delivery. Online and in-person instruction are both important components of blended learning strategies, which help people become resilient to disasters like pandemics (Omiegbe *et al*., 2024; Ng *et al.,* 2020).

Due to a scarcity of gadgets and internet availability, many students saw a widening of the digital divide throughout the outbreak. If Nigeria intends to ensure equal access to education, closing this gap must be its top priority. Many teachers are receiving training these days on how to use computers and the internet in the classroom. It is meant to inspire teachers to seek out e-learning methodologies and effective e-learning tool usage training (Olanrewaju *et al.,* 2020). Ongoing professional development programs could help educators adapt to new teaching paradigms. The epidemic therefore brought to light the importance of investing in educational technologies, including learning management systems, online content development, and assessment tools (Neary *et al*., 2020).

With the shift from traditional or face-to-face teaching to online/remote learning, questions about the validity and security of assessments emerged. It's critical to stop deceitfulness and develop reliable online testing techniques. The impact of the epidemic on mental health became evident, awakening our medical professionals (Tuah, 2020). As a result, educational establishments will give top priority to students' mental health and wellbeing and offer support services as required. The COVID-19 pandemic spurred global collaboration in the field of education research, elevating the significance of resource pooling. Nigeria might improve education by leveraging global partnerships and global best practices. The amount of money and assistance provided by the government to education has recently gone up. Budgetary priorities include digital infrastructure, instructional technologies, and teacher preparation (Doherty, 2020).

Involving parents and the community in education is crucial. They can be quite beneficial in helping students learn, especially in distant or online learning environments. The ability to swiftly adapt to changing circumstances is essential. All educational systems should have backup plans in place to ensure that classes continue even in the event of an emergency. Ensuring the quality of online courses and educational resources is crucial (Chukwuemeka *et al.,* 2021). Creating standards and quality assurance protocols for online learning is crucial.

Safeguarding student information and ensuring data privacy must become top objectives as education becomes more digital (Dadaczynski *et al*., 2020). These lessons from the epidemic provide valuable guidance on how Nigeria could improve its educational system to make it more accessible, resilient, and prepared to face future challenges. By applying the lessons learned during the epidemic, Nigeria may establish a more equitable and resilient education system that better serves the needs of its diverse populace.

Digital Literacy and Training: Empowering Individuals in the Digital Age

Digital literacy is becoming increasingly important as a skill and as a fundamental necessity in the increasingly digital world of today. It is the ability to solve problems, communicate, and retrieve information using digital technologies and information, as well as to navigate, understand, and evaluate all critically (Dadaczynski *et al*., 2020). The term "digital literacy" encompasses a broad variety of abilities, from simple abilities like emailing to more sophisticated ones like coding and data analysis. The importance of lifelong learning and digital literacy in the digital age is discussed in this article (Frings *et al*., 2022).

Digital literacy is the key to unlocking the vast amount of information that is available on the internet. By allowing users to search for, access, and evaluate knowledge from a range of sources, it promotes lifelong learning. There is potential for digital literacy empowerment to allow people to engage productively using a range of digital tools, including social media, email, video conferencing, and instant messaging (Shapira *et al*., 2021). This is crucial for interactions in the academic, professional, and personal domains. The use of digital platforms in education is growing increasingly prevalent in the digital age. Students need to be digitally literate in order to collaborate with peers, do assignments, and engage with online resources. Digital literacy is becoming an increasingly important skill for many jobs. Proficiency in software, data management, and adapting digital workflows can enhance an individual's employability and career prospects (Udeogalanya, 2021).

Digital literacy improves critical thinking and media literacy. By helping people distinguish between accurate information and misleading information or fake news, it encourages people to make well-informed decisions. Creativity is encouraged by the ability to create, alter, and share digital information, including books, artwork, music, and multimedia projects. Technology is advancing quickly. Regular training in digital literacy keeps personnel abreast of the latest tools and developments, hence reducing the danger of technology obsolescence. Training improves a person's proficiency with digital tools, which boosts productivity in both personal and professional contexts. Better work products and fewer time spent could arise from this (Igbinovia *et al*., 2021).

Digital literacy training includes crucial elements of internet safety such as identifying phishing efforts, protecting personal information, and creating strong passwords. Individuals with strong digital skills often report feeling more comfortable using technology. This confidence could lead to more audacious and imaginative information technology (IT) applications. Digital literacy instruction can be tailored to each student's specific needs and interests. This customized approach ensures that students acquire critical abilities. It contributes to the closing of the digital gap by ensuring that people from diverse backgrounds have access to the skills needed to fully participate in the digital society (Udeogalanya, 2022). Digital literacy and training are essential in today's society for success in both the personal and professional spheres. They give consumers the resources they require to stay informed, fully utilize digital technologies, and participate in the digital era. To promote digital literacy and ensure that training resources are easily accessible, governments, organizations, and educational institutions must all play a role (Udeogalanya, 2022).

Summary

Nigeria gained a lot of knowledge from the COVID-19 pandemic, particularly in the areas of e-readiness and preparedness for unforeseen circumstances. Upon concluding our examination of Nigeria's involvement in this worldwide issue, several significant deductions become evident. The epidemic demonstrated how critical it is to be "e-ready," or capable of making swift and effective use of digital technologies under unforeseen circumstances. It has been demonstrated that a robust digital infrastructure, digital literacy, and the ability to adapt to remote work and online learning are not only advantageous but also essential components of a resilient society.

Nigeria invested much in digital infrastructure and implemented instructional technologies throughout the pandemic. However, there are still many challenges to be solved, particularly with regard to internet access, digital literacy, and the integration of healthcare technologies. Setting priorities is necessary to ensure inclusivity in the digital age and close the digital gap. The pandemic has also forced Nigeria to consider the broader implications of e-readiness. Investing in digital readiness not only makes a nation more resilient to emergencies but also fosters innovation, boosts economic competitiveness, and raises living standards for all citizens. Nigeria needs to make enhancing digital literacy, comprehensive healthcare technology integration, and flexible educational frameworks its top priorities as time goes on. Transitioning to e-readiness can be accelerated with a commitment to public-private partnerships and digital inclusivity.

In conclusion, the COVID-19 pandemic has made Nigeria more technologically savvy. Nigeria prepares itself for unforeseen catastrophes and builds a stronger, more connected, more resilient future by embracing e-readiness. The lessons learned from this catastrophe provide us with an invaluable road map for our transformative journey and help us prepare for any unanticipated outbreak.

The Implications of this study to Teachers

The COVID-19 pandemic significantly affected instructors and curriculum in Nigeria. The lessons learned from this pandemic catastrophe have highlighted the need for e-readiness in education as a way to get students ready for unanticipated events like future pandemics. Here are a few significant ramifications:

1. The epidemic brought to light how important it is to equip educators with digital abilities in order for them to effectively facilitate online learning. Teachers need to be trained in using e-learning platforms and resources in order to stay up to date with changing pedagogical approaches and technical developments. Change to Online Learning: The pandemic forced a sudden transition to online learning. The need for teachers to adapt to digital teaching methods highlighted the need for e-readiness in the educational system. One of the things learned is how important it is to provide teachers with the digital tools and training they require in order to run online courses efficiently.
2. To adapt their teaching strategies to the online setting, educators had to change the way they approached pedagogy. This shift highlighted the need for flexible and innovative teaching strategies. Digital Integration: When creating curricula, technology and digital resources must be taken into consideration. This ensures that students will be prepared for mixed or fully online learning environments in the future.
3. The pandemic increased teachers' stress levels. Future unplanned occurrences should include strategies to support teachers' mental health and wellbeing as they navigate the challenges of remote teaching.
4. Teachers have to quickly adapt to the challenges of e-learning during the pandemic. Their opinions and degree of preparedness for online learning become crucial. The lessons learned from the pandemic emphasize the need for continuous professional development to enhance teachers' readiness for future unanticipated events that may need online instruction. Technology Integration: The use of technology in education gained popularity throughout the pandemic. This implies that integrating technology into the curriculum is necessary. Teachers and curriculum developers need to prepare for a classroom that is tech aware.

5. The pandemic forced a curriculum review of the courses. One of the most important lessons was how important it is to have flexible curriculum designs that take into consideration online and hybrid learning styles. Curriculum changes are necessary, even in emergency situations, to ensure that children receive a well-rounded education.

The implications of this study to Curriculum

1. Resilience and Adaptability: The curriculum ought to concentrate on helping pupils develop these two qualities. This includes the capacity for autonomous learning and problem-solving, both of which are essential in times of emergency such as the current pandemic.
2. To maintain the fairness and integrity of evaluations in an online learning environment, the assessment techniques must be adjusted for use in this setting.
3. Lessons on cleanliness and health may be included in the curriculum, with a focus on the value of public health initiatives and crisis preparedness.

Recommendations

- The issue of unequal access to technology and training resources, known as the "digital divide," persists. It is important to make training available to underserved communities. To properly employ online learning, teachers also need to receive extensive training. This will assist in readying Nigerian schools to carry on with instruction and learning in the event of a pandemic in the future.
- Today's skills might not be relevant in the future. Adaptability and lifelong learning are essential.
- As people become more digitally literate, they should be aware of the risks associated with cyber security and suggest measures to protect their personal information and identity online.

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