



**MANAGING TEACHING ACTIVITIES AMONG LECTURERS IN THE COVID-19 ERA IN LEAD CITY UNIVERSITY  
IBADAN, OYO STATE, NIGERIA**

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**ABSTRACT**

This study examined how lecturers in Lead City University, Ibadan, Oyo State, Nigeria manage teaching activities in the Covid-19 era. Identifying other forms of teaching activity among lecturers in the Covid-19 era led to the present study whose main objective is to investigate how lecturers in Lead City University, Ibadan, Oyo State, Nigeria manage teaching activities during the Covid-19 era. A total of 245 lecturers in Lead City University participated. The researcher designed 16 items on the lecturers' questionnaire which was both contents validated and face-to-face validated by an expert. The researcher used a descriptive type of analysis in the form of frequency and percentages. The findings revealed that Lead City University Ibadan has been able to identify another method of teaching activity aside from the traditional method. Currently, the Lead City University lecturers have adopted a method called the blended teaching method which has been able to manage to a great extent in the Covid-19 era. It was also revealed that most lecturers were faced with challenges which range from consumption of high cost of data to unstable power supply among others. It was recommended that all educational institutions should employ a blended teaching method. In addition to it, the government should provide a constant power supply to the citizens and cut down the cost of data usage. In conclusion, lecturers should exploit and develop other virtual teaching platforms.

**KEYWORDS:** Lecturers, teaching activity, Covid-19 era

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## INTRODUCTION

ICT assessment amongst Lecturers during teaching activities in the Covid-19 era in Lead City University calls for concern. A Pandemic is the breakout of illness occurring across boundaries. Covid-19 Pandemic is the breakout of serious illness across the globe. It is known as Corona Virus Pandemic which is still ongoing. According to Cennimo (2021), Covid-19 originated from Hubei-Wuhan in China in December 2019. It is a Severe Acute Respiratory Syndrome Coronavirus 2 (SARSCOV-2) which was reported to WHO on 31st December 2019. On 30th January, it was declared an outbreak by WHO, a global crisis. The first case of Coronavirus was confirmed in Nigeria Centre for Disease Control on 27th February 2020 from a Milan Italian citizen in Lagos who tested positive for the Virus by the virology laboratory of the Lagos University Teaching Hospital. He was isolated from the community, had no serious symptoms and was managed at the infectious disease hospital in Yaba Lagos. In March 2020 a second case was confirmed by a Nigerian citizen in Ewekoro, Ogun State who had contact with the first confirmed case in Nigeria. The third case of the virus was also confirmed on 17th March 2020 by a thirty-year-old Nigerian female citizen in Lagos who returned on 13th March from the United Kingdom (The Nations newspaper, March 2020). Five new cases of the virus were confirmed, four out of the new cases were discovered in Lagos State while one was discovered in Ekiti State on 18th March 2020 (The Nations newspaper, March 2020). On the 22nd of March, eight new cases were confirmed, six out of the eight confirmed cases were from Lagos State while the two were from Oyo state and FCT respectively. And the spread of the virus increases across the nation to what we have as of 25th January 2021 (samples tested- 1,270, 523, confirmed cases- 122, 996, Active cases- 23,130, Discharged cases- 8,359, Death- 1,507(NCDC coronavirus Covid-19, Nigeria). The increasing cases of Covid-19 across the state have hindered teaching-learning activities.

Teaching is the inculcation of morals from the instructors to the students. It is the effective impartation of positive change in the behaviour of learners. It is the constructive act of imparting knowledge, causing learners to have a positive change in behaviour (Smith, 2021). It is the impartation of knowledge and experiences by a trained person. It is the experience or profession of the trained experienced person who gives learners instruction, especially in a school (Havighurst, 2020). Teaching is the profession of life changers which involves creating positive change in learners through constant interaction in any educational institution. This profession not only changes lives but gives birth to life in society. It is the act of engaging learners of different age groups, and different learning categories in the understanding and application of concepts and knowledge (Ondeiring & Leen, 2020). Teaching involves imparting knowledge to learners. According to Rajagopalan (2019), teaching is the act of interacting with learners, problem-solving and decision-making between the learner and the teacher. It helps learners to identify themselves, know who they are, ability to take and make a good decisions concerning their present state and future. Teaching has the following characteristics: Teaching is democratic. It involves an interacting process between the learner and the teachers with respect. It is a planned activity whereby the teacher decides the objectives, learning experiences and changes in behaviour. It is an intentional activity resulting in learning. A good teacher develops emotional stability among his/her learners. However, it is worth noting that without the impartation of knowledge, there is no meaningful learning.



Learning is a dynamic procedure in human behaviour. It begins from cradle to grave, from womb to death. It is a process that man or any living creature cannot do without. Learning is also known as a relatively permanent change in behaviour due to experience (Sharma, 2021). This experience could either be direct experience by the learner or indirect experience through teaching, observation, imitation, by insight among others. "Learning has three components- relatively permanent; behaviour change, the changed behaviour is as a result of experience Sharma (2021) opined. Learning is relatively permanent. This means that learning must last a lifetime. Relatively means to a certain degree compared with other things of the same kind. This was proved by Thorndike's law on learning theory which states that Learning is a relative change in behaviour due to experience. Learning is the active involvement of learners in the constructive knowledge and understanding of subject matter (Brame, 2021). It implies the constructive thinking and participation of learners in acquiring knowledge on the subject matter. In this case, learners are actively involved. The teachers only guide the learners with useful information on a subject matter while the learners develop constructive knowledge and understanding. It is the active participation and construction process of learners on subject matters which is inseparable from doing (Joao, 2018). Learning is the creation of knowledge through experience (Ilcin & Tomruk, 2018).

Teaching activities have all along been a traditional method or physical contact at all levels of education in Nigeria which is now known as the Old-fashioned way of teaching. However, during the Covid-19 pandemic outbreak, the traditional method of teaching was restricted to reduce the spread of the virus through contact. In fact, for about three to five months all institutions were lockdown by the federal government and amid the lockdown, many private institutions introduced online teaching which is known as virtual teaching so that the students will not be at a disadvantage level. Lead City University is a private university situated in one of the five southwest Nigeria states named Oyo State and in Ibadan, the capital of Oyo State. Lead City University which was initially named City University was approved by the National Universities Commission (NUC) for an immediate take-off in December 2003 as a prelude to the ratification by the Federal Executive Council, which was effected on February 16th 2005. Hence, the name was resolved to modify the name as Lead City University. Lead City University caters for both the young adolescents and the adult working class.

At Lead City University, before the advent of Covid-19, the teaching activities have been mainly through the contact or traditional method. Lead City University embarked on virtual teaching activities during the first and second waves of Covid-19 whereby some lecturers used different platforms for teaching activities with their students. A virtual platform is a software-based system that can fully mirror the functionality of a target system-on-chip or board such as Skype, Slack, Google Hangouts, Zoom meeting, Microsoft Teams, Go-To-meeting, and free conference calls among others (Writer, 2020). At times, students are grouped into various groups on a specific topic. Students organize a self-group platform, where all group members contribute their quota and eventually present their topic(s). In the first instance, managing teaching-learning activities during Covid-19 was a bit challenging for both lecturers and students. The challenges faced by the lecturers range from isolation (where teaching-learning activities can be lonely without the company of the students), technical difficulties (inability to use the technological device during online teaching), time-consuming in lesson preparation and setting and forgetting online teaching-learning activities (Best, March 2020).



## Statement of the Problem

In achieving the goals and objectives of any level of Education as stated in the National Policy of Education, the teaching activities cannot be over-emphasized. For ages, the normal and only way of teaching is traditional where the teacher or lecturer impart knowledge to students through contact. Although, before the covid-19 pandemic outbreak, lecturers are used to technology it was not used as a means to teach. From observations, some lecturers use technology more for social, some just to communicate with friends and acquaintances and not to teach the students. Hence, this thought was mirrored during the Covid-19 pandemic outbreak when all things were put to halt, whereby the Federal Government had to close down all schools for more than five months in order to curb the spread of the virus which ought not to be if the lecturers have been proactive towards virtual teaching activities. In Nigeria, all levels of education received much impact of the negative effects of lockdown on education where most students could not access education, rather, they resulted in watching cartoons, playing within the neighbourhoods and engaging in all non-educative acts. The outbreak met everyone especially in Nigeria unprepared unlike other nations such as Japan, China, the USA, Germany, and United Kingdom among others where education was not much affected. But later, some private institutions started to make use of Zoom, WhatsApp and Jisti applications for teaching activities. Although Covid-19 has unveiled the lapses in the Nigerian Educational sector and this has made the management of Lead City University, Nigeria think of a constructive way forward. To this end, this study focus on the lecturers' analysis of managing teaching activities in the Covid-19 era at Lead City University, Ibadan, Oyo State, Nigeria.

## Aim and Objectives

The aim of the study is to focus on lecturers' analysis of managing teaching activities in the Covid-19 era in Lead City University, Nigeria.

The objectives are to:

- i) identify the teaching method lecturers used before the Covid-19 era in Lead City University, Nigeria.
- ii) identify the devices lecturers used to teach during the Covid-19 Era in Lead City University, Nigeria.
- iii) identify the method(s) used to conduct examination in the Covid-19 Era in Lead City University, Nigeria.
- iv) identify the extent to which lecturers manage teaching activities in the Covid-19 era in Lead City University, Nigeria.
- v) investigate the challenges encountered by lecturers in managing teaching activities in the Covid-19 era in Lead City University, Nigeria.
- vi) identify the platform lecturers used for teaching activities in the Covid-19 era in Lead City University, Nigeria.

## Research Questions

This study seeks to study how Lead City University manages teaching-learning activities in the Covid-19 era. In the light of the above, the study seeks to investigate the following:

1. What is/are the teaching method(s) that lecturers used before the Covid-19 era in Lead City University, Nigeria?
2. What is/ are the device (s) lecturers used for teaching during the Covid-19 lockdown in Lead City University?
3. What is/are the teaching method(s) that lecturers are using in the Covid-19 era in Lead City University, Nigeria?
4. To what extent are lecturers managing teaching activities in the Covid-19 era in Lead City University, Nigeria?
5. What are the challenges encountered by lecturers during the teaching activities in the Covid-19 era in Lead City



University, Nigeria?

6. What are the virtual teaching platforms lecturers are using in the Covid-19 era in Lead City University, Nigeria?

## **METHODOLOGY**

### ***Design***

This study used the descriptive research design (a case study type), geared towards a thorough understanding of a given social unit (Lead City University).

### ***Selection of Participants***

Lead City University comprises seven (7) faculties and thirty-one (31) departments with a population of three hundred and one (301) Lecturers. Purposive and Simple Random Sample techniques were used to get the exact number of respondents. Yamane's formulae were incorporated to get the sample size of two hundred and eighty-six (286) from the population. The minimum number of lecturers in the departments is nine, hence, nine (9) lecturers were randomly selected from each department making a total of two hundred and seventy-nine (279) respondents. A total of 245 (88%) were retrieved for the statistical analysis.

### ***Procedure for Data Analysis***

A hardcopy self-made structured questionnaire titled "Lecturers' Questionnaire" was used to elicit information from the respondents. However, the structured questionnaire was subjected to both content validity and face validity and the reliability index obtained was 0.78. The structured questionnaire was of two sections: Section A contains the demographic data of Lecturers and section B contains items fixed response types. The questionnaire was administered to the respondents face to face in their various departments.

### ***Ethical Consideration***

Ethical guideline relating to data collection, analysis and interpretation of research as specified by Lead City University was followed with the view of enhancing the credibility, validity and reliability of the study.

### ***Analysis of Data***

In answering the research questions, a descriptive type of analysis; frequency, mean, weighted mean and percentage were employed.



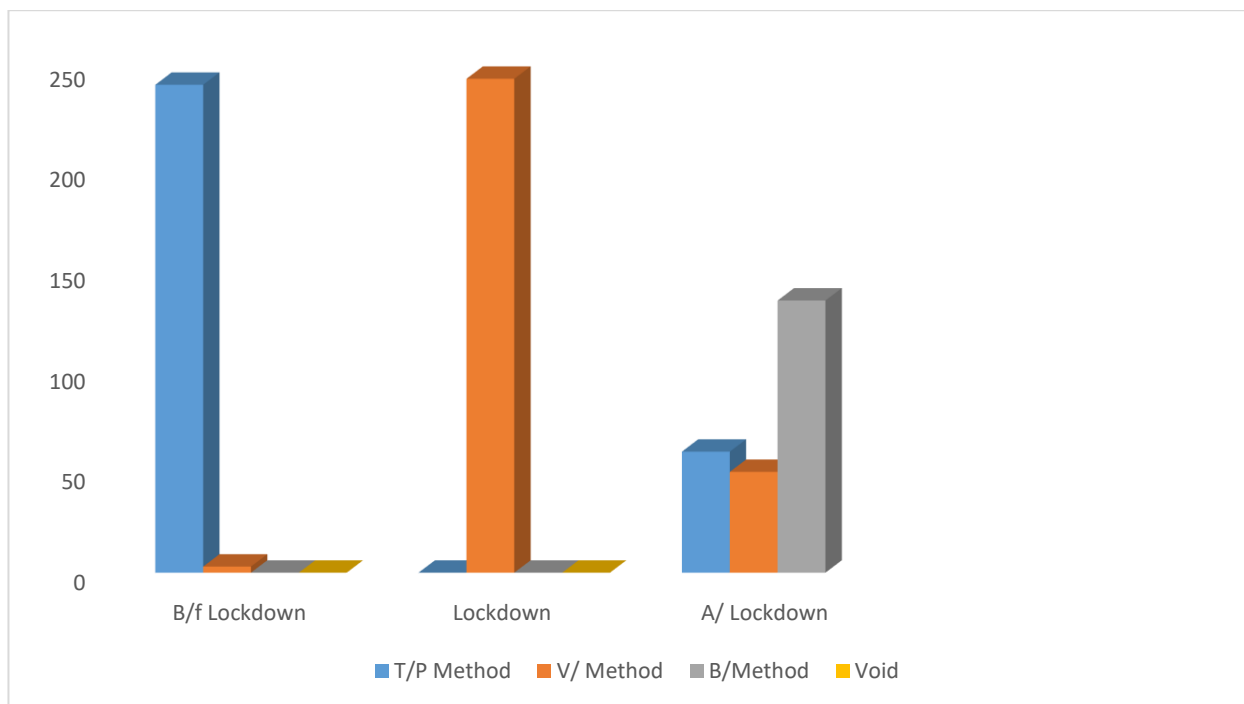
### FINDINGS AND DISCUSSION

**Research Question 1:** What is the teaching method used in Lead City University before the Covid-19 era?

**Table 1: Teaching Method in the Covid-19 Era**

Period	Traditional/Physical Method Only (%)	Virtual Method Only (%)	Blended Method (%)	Void	Total
Before Lockdown	242 (98.8)	3 (1.2)	0	0	245
Lockdown	0	245 (100)	0	0	245
After Lockdown	60 (24.5)	50 (20.4)	135 (55.1)	0	245

*Field Survey, 2021*



**Figure 1:** Teaching Method in the Covid-19 Era. Field Survey, 2021

Figure 1 reveals that the percentage of lecturers who used the traditional teaching method before the Covid-19 era was higher than the percentage of lecturers who used any other teaching method before the covid-19 era. The number of lecturers who used the traditional teaching method before the Covid-19 era is 242 (98.8%). The use of traditional teaching method before the Covid-19 era has a higher percentage. Also, during the lockdown, the main method of teaching was virtual (100%) and after the lockdown lecturers in Lead City University, Nigeria started to use the blended method to teach with the highest percentage (55.1%).

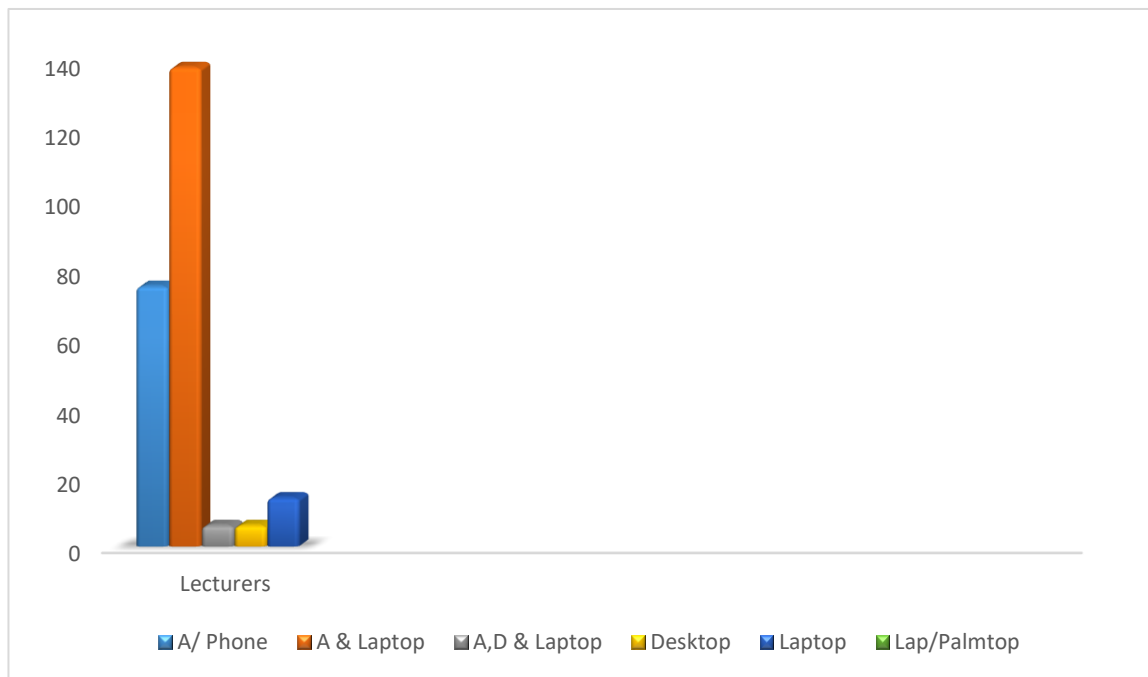


**Research Question 2:** What is/are the device(s) used for teaching-learning during the Covid-19 lockdown in Lead City University, Ibadan?

**Table 2a:** Types of Devices Lecturers Used to Teach during Lockdown

Android Phone (%)	Android & Laptop (%)	Android, Desktop & Laptop (%)	Desktop (%)	Laptop (%)	Laptop & Palmtop (%)	Total
75 (30.7%)	138 (56.4%)	6 (2.4%)	6 (2.4%)	14 (5.7%)	6 (2.4%)	245

Field Survey, 2021



**Figure 2a:** Types of Devices Lecturers Used to Teach during Lockdown. Field Survey, 2021

**Table 2b:** Number of Devices Lecturers Use to Teach

One Device	Two Devices	More Than Two Devices	Void	Total
55 (22.4%)	145 (59.2%)	20 (8.2%)	25 (10.2%)	245

Field Survey, 2021

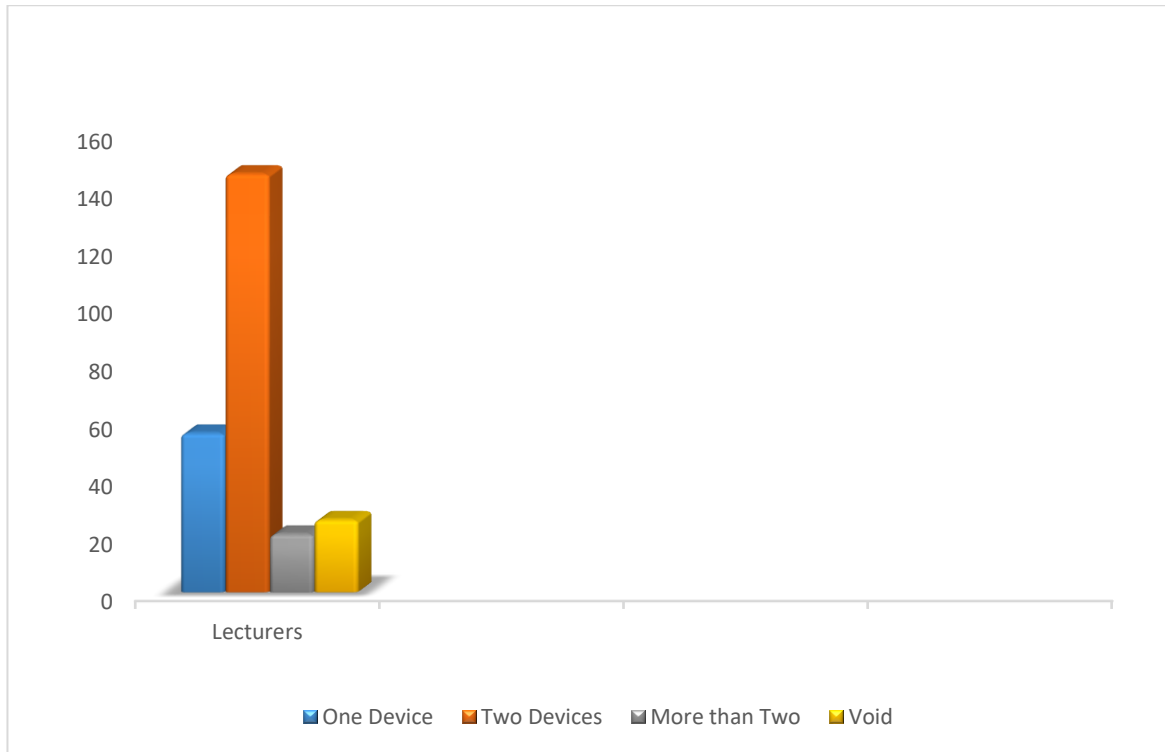


Figure 2b: Number of Devices Lecturers Use to Teach. Field Survey, 2021

Figure 2a shows the type of devices Lead City University lecturers used to teach during the lockdown. From figure 2a, lecturers who used an Android phone together with a laptop have the highest percentage (56.4%) followed by those who use only an Android phone (30.7%) while those who use a laptop alone have the least percentage (5.7%). This means that the devices used most for teaching activity in Lead City University, Nigeria during the Covid-19 lockdown the combination of Android phones and laptops. This also explains the fact that two devices were used the most for teaching activities during the Covid-19 Lockdown in Lead City University. Figure 2b, further explains the number of devices lecturers used to teach during the Covid-19 lockdown in Lead City University, Nigeria. This confirms that lecturers who used two devices to teach is having the highest percentage (59.2%) and those who used more than two devices have the least percentage (8.2%).

**Research question 3:** What is (are) the method(s) used to conduct examination in Lead City University, Nigeria in the Covid-19 era?

Table 3: Methods Used to Conduct Examination

Period	Online (%)	Physical (%)	Blended (%)	Total
Before Lockdown	0	245 (100)	0	245
During Lockdown	245 (100)	0	0	245
After Lockdown	70 (28.66)	125 (51.0)	50 (20.4)	245

Field Survey, 2021



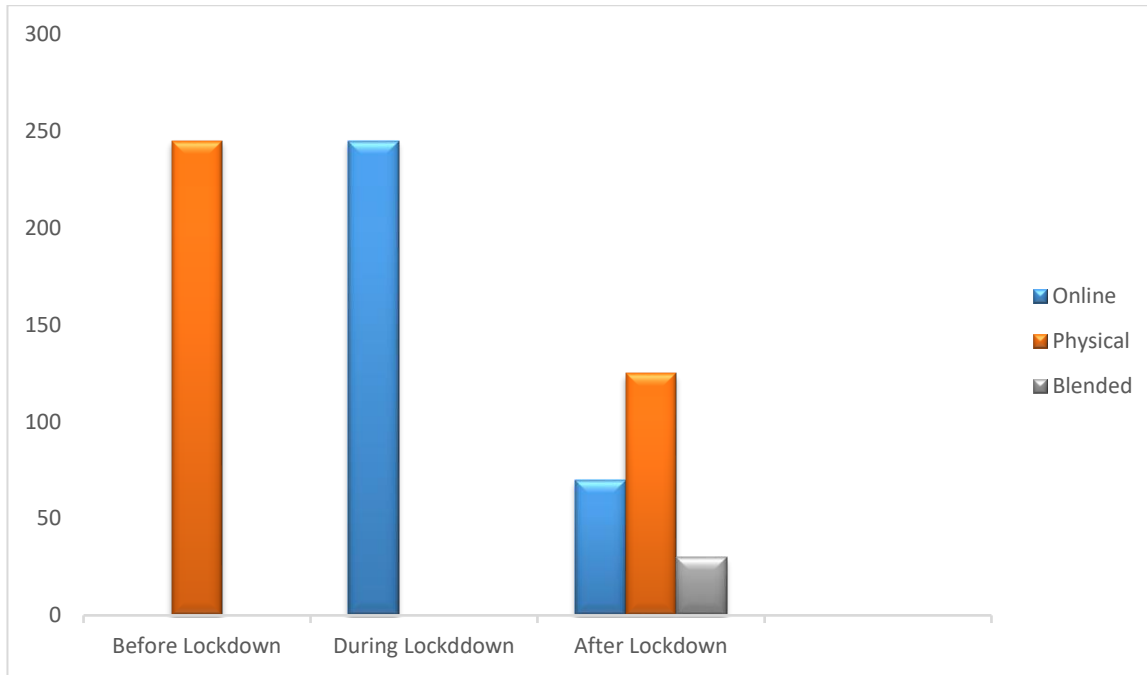


Figure 3: Methods Used to Conduct Examination. Field Survey, 2021

Figure 3 shows the method used to conduct examination in Lead City University, Nigeria in the Covid-19 era. The result reveals that the only method used to conduct examination during the lockdown was online (100%). After lockdown, the university engages in blended examination. Students who opted for online examination are expected to write in that respect through the head of the department. Instructions guiding the online examination are given to such students. Such students are being monitored from the university making sure that students strictly adhere to the rules guiding the online examination. The examination is written same time with the physical.

**Research Question 4:** To what extent is Lead City University, Ibadan managing teaching-learning activities in the Covid-19 era?

Table 4: Lecturers' Response on Managing Teaching in the Covid-19 Era

Items	VGE	GE	SE	LE	VLE
I employ virtual group work to my students	50 (20.4%)	85(34.7%)	80(32.7%)	15 (6.1%)	15
(6.1%)	0 (0%)	245	3.57		
I use critical thinking to understanding the subject matter during virtual teaching activities	35 (14.3%)	155 (63.3%)	30(12.2%)	10 (4.1%)	15
(6.1%)	0 (0%)	245	3.76		



The subject matter determines the activities to use for teaching in the Covid-19 era  
 (0%) 0 (0%) 245 3.94

75 (30.6%)	90(36.7%)	70(28.6%)	10 (4.1%)	0
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In practical classes, I instruct my student to switch on their camera, observe and do the same from their end.  
 65(26.5%) 30 (12.2%) 245 2.67

10 (4.1%)	65(26.5%)	50(20.4%)	25 (10.2%)	
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I ensure that my students are actively involved in any teaching activities  
 (0%) 5 (2.0%) 245 4.27

120 (49.0%)	90(36.7%)	5 (2.0%)	25(10.2%)	0
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I guide my students with useful information in the subject matter during the virtual teaching activities  
 15(6.1%) 5 (2.0%) 245 3.98

80 (32.7%)	105 (42.9%)	40 (16.3%)	0 (0%)	
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Students are allowed to contribute their quota in the virtual classroom  
 (4.1%) 5 (2.0%) 245 3.83

70 (28.6%)	85 (34.7%)	70 (28.6%)	5 (2.0%)	10
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I use simple language in communicating with my student  
 (4.1%) 0 (0%) 245 4.22

130 (53.1%)	65 (26.5%)	35 (14.3%)	5 (2.0%)	10
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Teaching is done virtually  
 (14.3%) 10 (4.1%) 245 2.94

10 (4.1%)	60 (24.5%)	105 (42.9%)	25 (10.2%)	35
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I ensure that my students understand the basic concepts of the subject matter.  
 (36.7%) 25 (10.2%) 0 (0%) 5 (2.0%) 0 (0%) 245 4.35

			125 (51.0%)	90
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**Weighted Mean 3.75**

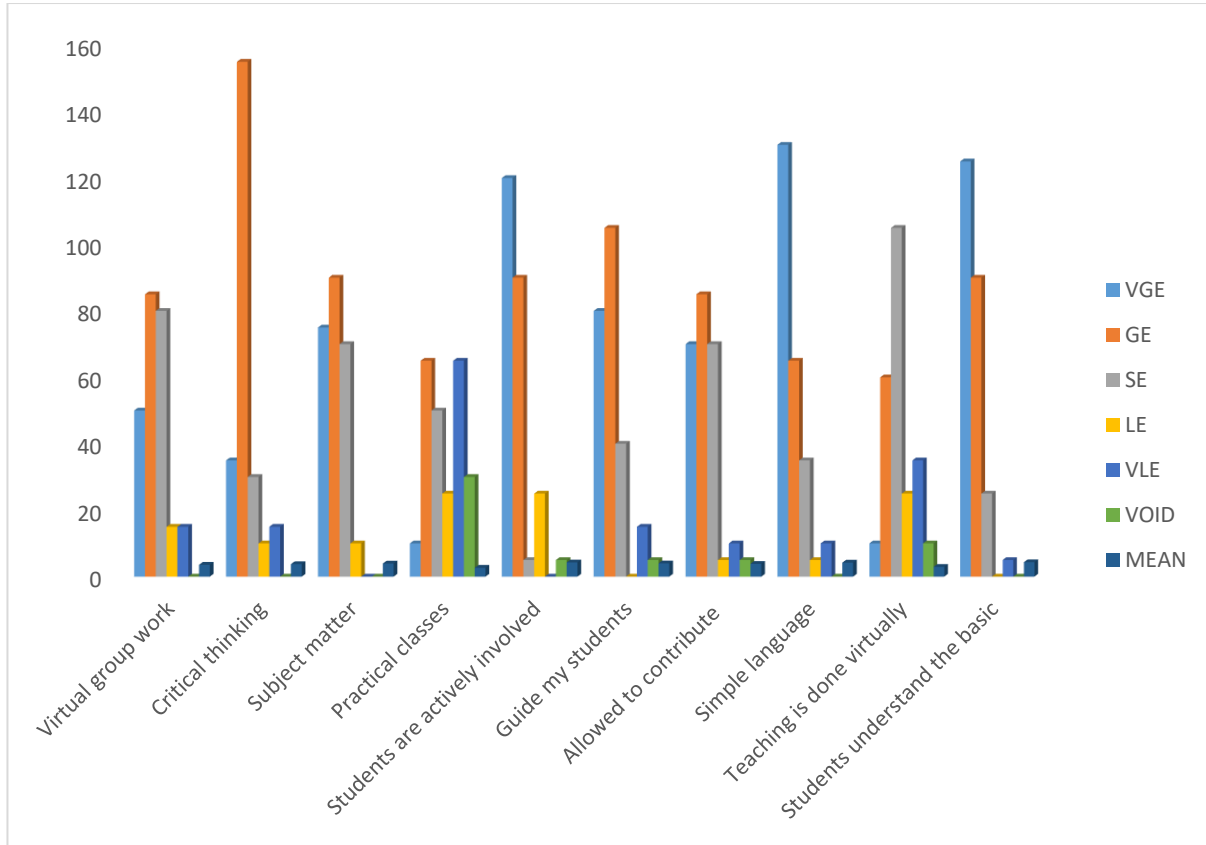


Figure 4: Lecturers' Response on Managing Teaching in the Covid-19 Era. Field Survey, 2021

Figure 4, reveals the lecturers' response to managing teaching in the Covid-19 era. From item 1, the highest percentage displayed a very great extent (20.4%) of lecturers who employ virtual group work with students while the least percentage is very low extent (6.1%). On the other hand, to a very great extent, the lecturers who use simple language in communicating with the students have the highest percentage (53.1%). Also, the table reveals that, to a great extent, lecturers in Lead City University, Nigeria uses critical thinking to understand the subject matter during virtual teaching activities (63.3%). To a great extent, the subject matter determines the activities lecturers use for teaching (36.7%) in the Covid-19 era. To a very great extent (49%), lecturers in Lead City University, Nigeria ensure that students are actively involved in any teaching activities. Moreover, to a great extent (42.9%), lecturers guide students with useful information on the subject matter during the virtual teaching activities. To some extent (42.9%), teaching is done virtually in Lead City University, Nigeria. The weighted mean is 3.75 is greater than the decision rule means of 3.50. This implies that the lecturers in Lead City University, Nigeria manage the teaching activities to some extent in the Covid-19 era.

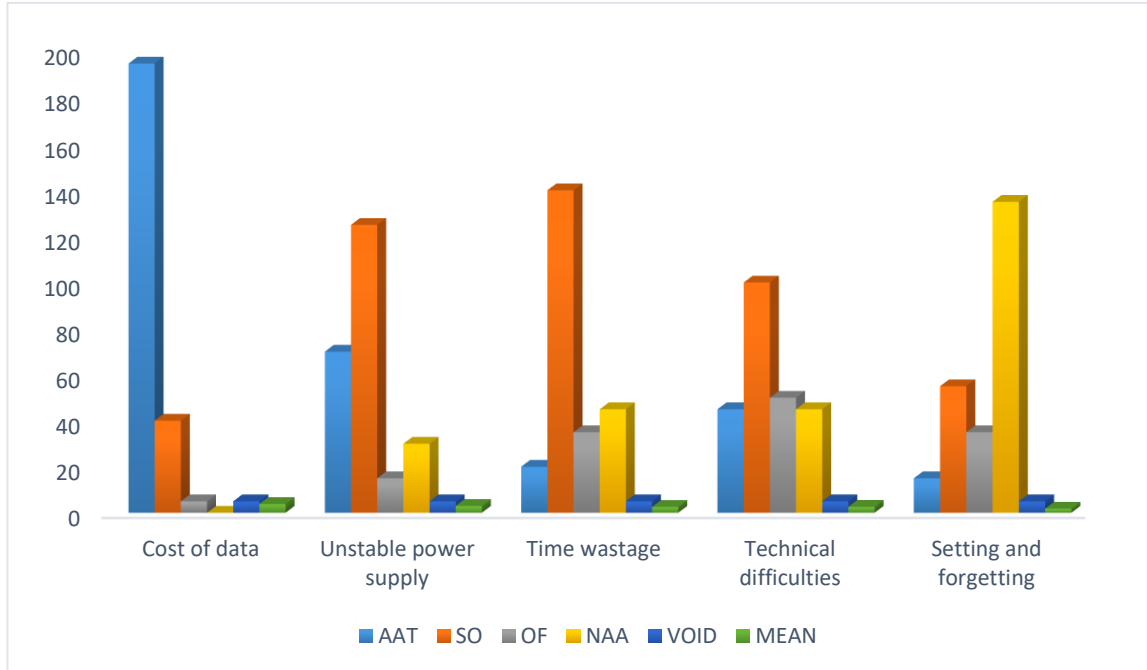


**Research Question 5:** What are the challenges encountered in Lead City University by lecturers during teaching-learning activities in the Covid-19 era?

**Table 5:** Challenges Lecturers are facing in Managing Teaching in the Covid-19 Era

Items	AAT	SO	OF	NAA	Void
Total	Mean				
Cost of data	195 (79.6%)	40 (16.3%)	5 (2.0%)	0	5 (2.0%)
245	3.79				
Unstable power supply during virtual teaching activities	70 (28.6%)	125 (51.0%)	15 (6.1%)	30 (12.2%)	5 (2.0%)
245	2.98				
Time wastage during my lesson preparation(s)	20 (8.2%)	140 (57.1%)	35 (14.3%)	45 (18.4%)	5 (2.0%)
245	2.56				
Technical difficulties with online teaching devices	45 (18.4%)	100 (40.8%)	50 (20.4%)	45 (18.4%)	5 (2.0%)
245	2.60				
Setting and forgetting online learning activities.	15 (6.1%)	55 (22.4%)	35 (14.3%)	135(55.1%)	5 (2.0%)
245	1.79				
<b>Weighted Mean</b>	<b>2.74</b>				

*Field Survey, 2021*



**Figure 5:** Challenges Lecturers are facing in Managing Teaching in the Covid-19 Era. Field Survey, 2021

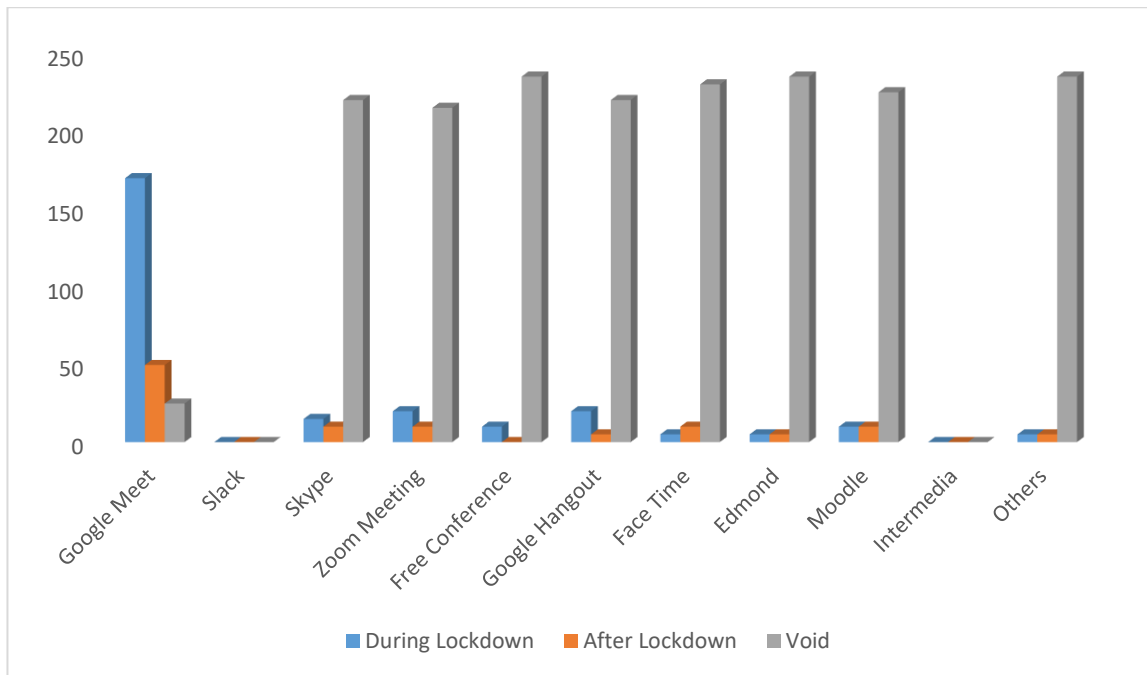
Figure 5 shows the challenges lecturers are facing in managing teaching in the Covid-19 era. The most challenge that lecturers have at all times is the cost of data (79.6%), followed by the unstable electricity during virtual teaching activities (28.6%) and the least challenge is the setting and forgetting online learning activities (6.1%). The weighted mean of 2.74 is greater than the decision rule means of 2.5. Hence, the challenges lectures are facing are enormous.

**Research Question 6** What are the virtual teaching-learning platforms used in Lead City University in the Covid-19 era?

**Table 6:** Types of Platform Lecturers Use to Teach in the Covid-19 Era

Platform /Covid 19 Era	During Lockdown	After Lockdown	Void	Total
Google Meet	170 (69.4%)	50 (20.4%)	25 (10.2%)	245
Slack	0	0	0	0
Skype	15 (6.1%)	10 (4.1%)	220 (90.0%)	245
Zoom Meeting	20 (8.2%)	10 (4.1%)	215 (87.8%)	245
Free Conference	10 (4.1%)	0	235 (96.0%)	245
Google Hangout	20 (8.2%)	5 (2.0%)	220 (90.0%)	245
Face Time	5 (2.0%)	10 (4.1%)	230 (93.9%)	245
Edmond	5 (2.0%)	5 (2.0%)	235 (96.0%)	245
Moodle	10 (4.1%)	10 (4.1%)	225 (91.8%)	245
Intermedia	0	0	0	0
Others please specify	5 (2.0%)	5 (2.0%)	235 (2.0%)	245

*Field Survey, 2021*



**Figure 6:** Types of Platform Lecturers use to Teach in the Covid-19 Era. *Field Survey, 2021*

Figure 6 shows the types of platforms lecturers are using to teach in the Covid-19 era. From the figure, it can be deduced that both during the lockdown and after lockdown, the most used platform by lecturers in Lead City University is Google Meet (69.4% and 20.4% respectively). Google Meet has all the features in other platforms like Zoom. When the lecturers were interviewed, some said that Google Meet is user-friendly and without any extra cost apart from the cost of data.

## DISCUSSION

Findings revealed that Lead City University, Ibadan manages teaching activities to a great extent in the Covid-19 era. Teaching activities are activities that can determine the learning outcomes of teaching in a school. For Lead City University to achieve her aim, she deployed a virtual platform, majorly Google Meet for teaching-learning activities. This finding was in line with Writer (2020), who believed that the teaching method can also go beyond traditional, through virtual platforms such as Google Hangouts, and Zoom meeting among others. It is also in line Taylor and Hamy (2013) that both environmental and cognitive factors interact to influence human learning and behaviour. Although, being a new form of teaching method in Nigeria, especially Lead City University, Ibadan, both lecturers and students sometimes are faced with challenges which range from consumption of high cost of data, unstable power supply (electricity) during virtual teaching activities among others. The outcome of this study was also in favour of Best (2020). Despite the challenges encountered during the Lockdown and after the lockdown, Lead City University was able to manage teaching activities in the Covid-19 era to a great extent.



## CONCLUSION

It can be deduced from the results of this study that Lead City University manages teaching activities to a great extent. The study also found that Lead City University has been able to identify and incorporate another teaching method (virtual) into her teaching activity. In other words, both the traditional (physical) method and virtual form of teaching activities known as the blended teaching method are currently being used by Lecturers for an effective teaching-learning process. Hence there is no barrier to education.

## RECOMMENDATIONS

Based on the findings the following are recommended:

1. All educational institutions should employ a blended teaching-learning method for teaching-learning activities in the school.
2. Government should provide a constant power supply to the citizens.
3. Lecturers should exploit and develop other virtual teaching-learning platforms.

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