

## **EFFECTS OF CORONAVIRUS PANDEMIC ON TEACHER EDUCATION PROGRAMME IN NIGERIA: COUNSELLING INTERVENTION AND OTHER STRATEGIES**

**OBILO, IJEOMA PRINCESS (PhD)**  
**Department of Curriculum/Instruction**  
**Alvan Ikoku Federal College of Education, Owerri**

&

**OPARAH, ZITA C. (PhD)**  
**Department of Educational Psychology/Guidance and Counselling**  
**Alvan Ikoku Federal College of Education, Owerri**

&

**AJEKA, PRISCILLA I. (PhD)**  
**Department of Curriculum/Instruction**  
**School of General Education,**  
**Alvan Ikoku Federal College of Education, Owerri**

### **Abstract**

*This study examined the effects of coronavirus pandemic on teacher education programme in Nigeria: counselling intervention and other strategies. The study employed descriptive survey design. The population of the study consisted of all teacher educators in Alvan Ikoku Federal College of Education, Owerri (746) and Michael Okpara University of Agriculture, Umudike, Umuahia (764), totaling 1,510 teacher educators. The simple random sampling with non-replacement balloting techniques was used to select a sample of 453 teacher educators, representing 30% from each of the two schools. Instrument for data collection was a 34 item four point likert type questionnaire prepared by the researchers. The instrument was subjected to a test re-test reliability using teachers outside the population. Data generated were subjected to Parson's Product Moment Correlation and a Coefficient of 0.87 was established. Data analysis was done using mean. The study revealed that a lot of challenges abound, including that which came with online education, and that the effects of coronavirus pandemic on teacher education programme are deadly and damaging to our educational sector. Based on these findings, some recommendations were made, among which are that pre-teachers should be encouraged to go back to school taken all necessary precautions like wearing face-shield, practicing social distancing and applying hand sanitizer in order to have access to school provided services like instructional materials, practical activities like micro-teaching and teaching practice exercises; counselling services, counselling skills, techniques and orientation are needed since both government, parents and all stakeholders in education need counselling either directly or indirectly.*

**Keywords: Effects, Coronavirus, Pandemic, Teacher education, Counselling intervention.**

## **Introduction**

The emergence of coronavirus has brought new approaches but also new challenges to the globe in general and to the education sector in particular. This has led to the near-total global closure of institutions of learning.

Countries across the globe are returning to the drawing board to develop strategies to rescue their education sector which is being damaged by the deadly pandemic Mustapha (2020).

According to statistics as presented by Mustapha, quoting UNICEF, approximately one point seven, two, five billion learners are currently affected by school closures in response to the pandemic. Statistics also as presented by him further revealed that one hundred and eighty-six countries are currently implementing nationwide school closures, impacting about ninety-eight percent of the world's population which Nigeria is inclusive. The closure of schools has now further compounded the situation with remarkable impacts on pre-teachers, teachers, families and even economic and social consequences, (SEED, 2020).

Initially, the spread of the corona virus through the globe from China spared Nigeria and many other African countries recording zero case by January 2020, Hussain, (2020). By Feb. 28<sup>th</sup>, Nigeria recorded her first case of person with corona virus as a Nigerian UK returnee. Hussain added that by two months time, there were 373 confirmed cases, 99 recoveries and 11 deaths. This resulted to the Federal Ministry of Education declaring a temporary shutdown of all schools in Nigeria, with effective date of 23<sup>rd</sup> of March, 2020 in the bid to contain the spread of corona virus. It was said that the corona viruses (covid-19) are family of viruses that can cause illnesses such as the common cold, Severe Acute Respiratory Syndrome (ARS) and Middle East Respiratory Syndrome (MERS), MayoClinic (2020). MayoClinic (2020) added that in 2019, a new corona virus was identified as the cause of a disease outbreak that originated in China. MayoClinic further said the virus is now known as the severe acute respiratory syndrome corona virus 2 (SARS- Cov-2). The disease it causes is called corona virus disease 2019 (COVID - 19) with fever, cough, tiredness, muscle aches, chest pain, headache as early systems and two to fourteen days as the incubation period. It was then in March 2020, that the World Health Organization (WHO) declared the Covid-19 outbreak a pandemic. It was due to this declaration of pandemic by WHO those countries announced the close down of schools temporarily, which Nigeria is not an exception.

Teacher education refers to a formal and systematic process of preparing would-be-teachers for the task ahead. It equally involves all programmes specifically designed to help teachers already in service to continually update their knowledge and skills to adequately keep abreast with the continuing changes in methods, course content and resources used in teaching, Izuagba and Obiefuna (2019).

Okafor (1988) defined teacher education as that form of education which is properly planned and systematically tailored and applied to the cultivation of those who teach or will teach, particularly but not exclusively in the primary and post primary levels of education.

Izuagba and Obiefuna further added that teacher education can also be seen as the educational programme that is specifically designed to equip potential teachers and those already in the

field with the required in their area of specialization (cognitive knowledge); good interpersonal relationship (affective disposition) and adaptability skills and resourcefulness (psychomotive competencies) which will prepare them for the expected task of teaching the learners put in their care.

The definitions above imply that the development of student teachers' cognitive perspective is crucial to their effectiveness as it ensures that they acquire mastery of subject matter that they are required to teach. Secondly, development of affective disposition will provide room to acquire inter-personal and in-tran-personal skills for creating conducive environment for learning and to understand the learners, while the psychomotive competencies by pre-teachers acquaint them with helping learners provide learning resources and becoming skillful in life. Ukeje (1996) definition is more appropriate for the study at hand by affirming that teachers are facilitators of knowledge and are at the heart of this enterprises, the teacher stands in front, at the back, the centre, sometimes at the side; that what the teacher knows or does not know, what she cannot do, can be an irreparable loss to the learner for it is the teacher in the final analysis who translates policies into practices; and programmes (curriculum) into actions.

No wonder the Federal Republic of Nigeria (FRN, 2013) asserted that no nation can rise above the quality of its teachers since teachers translate policies and programmes, contribute greatly to human, economic, social and political development of every nation.

The FRN (2013) clearly stated the following as objectives of teacher education in Nigeria, thus;

- (a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- (b) Further encourage the spirit of enquiry and creativity in teachers;
- (c) Help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals;
- (d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and
- (e) Enhance teachers' commitment to the teaching profession.

How then can all this laudable goals of teacher education programme be achieved with the outbreak of corona virus (Covid-19), when schools are locked down. The school closure measure means learners previously in schools are no longer going to school thereby affecting learning adversely, Hussain (2020). The implications of the closures of schools are that there will no longer be practical activities, and teacher controlling the learners while activities are going on, Obiakor and Adeniran (2020). For learners to continue in their learning programmes since schools are locked down temporarily, the federal government of Nigeria introduced Online Education. For pre-teachers' training, an effective and inclusive implementation of online education must consider factors such as learning resources, learners' capability and teachers' training (capability). There is vast inequality in the access to digital learning tools, including infrastructure, equipment and teachers' preparedness; as revealed by WLF (2020). In Nigeria, particularly majority of teachers in the public schools and learners, most of the teachers and learners are not grounded in internet activities thereby posing a challenge to the online education.

Mustapha (2020) found that Nigeria also adopted the use of radio, television and internet solutions to support access to education. The assertion means that student teachers who have no access to radio, television and internet (computer) due to financial handicap or settlement in the rural area will not learn as noted by Corps (2020).

In the same vein, Obiakor & Adeniran (2020), found the following to be challenges of COVID-19 towards education; Miss learning for the majority of pre-pandemic in-school-students; loss of access to vital school-provided services like micro-teaching activities, sending out for practical experiences like teaching practice for these activities cannot be done online, they require face-to-face interactions. Leaving more students behind; this means that many of the student teachers are likely to drop out of school by the time the pandemic might stop and schools resume thereby reducing the quantity and quality of workforce either due to finance, ill-health or lack of interest in schooling.

Counselling offers direct and indirect services to help schools plan appropriate instruction, assist parents in removing obstacles to counsel students about a full range of issues concerning their educational, personal and social career development. Obilo, Oparah and Ajeka (2019) are of the opinion that schools (teacher education programme institutions) are setting in which the counselling process is practiced, which has its focus on the educational goals of students, parents and teachers. With this, counseling in schools is a process of helping students, parents and teachers learn about their selves, understand their personal characteristics, human potentials and behaviours influence their relationships with another and make choice to solve current challenges while planning strategies for optimal development.

Counselling is equally fundamentally interventional and developmental. Obilo, Oparah and Ajeka (2017) asserted that counseling can also teach teachers to learn to manage their classroom students (even in an uncondusive class, like what will be seen in this pandemic period) appropriately through building supportive walls. This will enable children learn in this situation of corona virus.

They also added that using different counselling skills and techniques like rapport building, listening, advocacy, preventive act, emotional support, confidentiality, orientation and many others will help alleviate challenges in that teachers will have a better understanding of their roles, parents will develop realistic perception of the teachers' training of their children, students will understand the 'why' of school rules and regulations while the government will learn to play their part better by funding education appropriately.

Other services rendered by counselors which help in time of crisis in education as noted by Obilo and Oparah (2017) are;

Counselling service: This facilitates self understanding and self direction for enhancement of self-image.

Information service: This provides client (Pre-teacher) with greater knowledge of educational, vocational, personal and social opportunities to help her make well informed choices and take decisions in a complex society like this Nigeria COVID-19 situation.

**Appraisal Service:** helps collect, analyze and use variety of objectives (at times subjective) personal psychological and social data about the student to help facilitate a better understanding of the learners' potentials better.

**Placement Service:** This focuses on appropriate educational and vocational development cum placement of the learner as regards her capabilities and interest.

**Referral Service:** when need arises, the counsellor realizing her/his personal limitations introduces individual learners and their parents to specialist where they will get specialized attention.

**Follow-up Service:** This service engages in keeping track of the clientele, the services rendered and the effectiveness of the services on client.

Considering the above enormous services, it is now obvious why the FRN (2013), section J) stated that proprietors of schools shall provide guidance and counsellors in adequate numbers. It is believed that from the statements above, counsellors can intervene in this coronavirus pandemic period for better and practical learning.

Buttressing on the intervention of counsellors in the mentioned situation, taken instance from Timothy (2013), in a study on the effects of counselling on academic achievements among language minority (LM) middle school students which lasted 18 weeks using students of ESL, it was found out that classroom tests and assignments scores were significantly higher than before when they had not received counselling.

In another study carried out by Okita (2012), on the influence of guidance and counselling on academic performance of students in selected public secondary schools in Molo sub Country, Nakum Country, Kenya. The study revealed that guidance and counselling programmes had positive impact on the academic performance of students and for these reasons, there are pressing needs for guidance and counselling programme in schools.

Furthermore, Gichinga (1995), revealed that the need for formal guidance and counselling is imperative and therefore recognized at the present time more than ever before. The revelation by Gichinga implies that this period of corona virus pandemic is an exact period when counselling services are needed than ever, since all involved in the educational sector including the government needs counselling directly or indirectly.

### **Statement of the Problem**

It has been observed that under normal classroom routine activities with effective and efficient teacher control and supervision, pre-teachers (student-teachers) exhibit lethargic behaviour in their learning. The question is, what then happens now that the Lockdown of schools escalated than anticipated? One wonders what will become of these pre-teachers, therefore the need for this research.

### **Purpose of the Study**

Generally the study aims at finding out the negative effects corona virus pandemic has made on the student-teachers and how counselling can intervene together with other strategies to help tackle them for better teacher education programme in Nigeria.

Specifically, this study seeks to:

1. Find out the challenges posed on teacher education programme by the outbreak of corona virus pandemic in Nigeria.
2. Determine if Online Education is also a challenge.
3. Determine the effects of these challenges posed by corona virus pandemic on teacher education programme in Nigeria.
4. Determine needs for counselling intervention at this time of corona virus pandemic in Nigeria.
5. Ascertain the way forward in curbing the challenges posed by corona virus pandemic in Nigeria.

### **Research Questions**

These five research questions guided the study:

1. What are the challenges posed on teacher education programme by outbreak of corona virus pandemic in Nigeria?
2. Is Online Education also a challenge?
3. What are the effects of these challenges posed by corona virus pandemic on teacher education programme in Nigeria?
4. Are there needs for counselling intervention in this time of corona virus pandemic in teacher education programme in Nigeria?
5. What are the suggested ways forward in curbing the ascertained challenges posed by corona virus pandemic on teacher education programme in Nigeria?

### **Method**

The study is a descriptive survey design that gathered information from teacher educators. Population of the study is 746 educators in Alvan Ikoku Federal College of Education Owerri and 764 educators from Michael Okpara University of Agriculture, Umuahia summing 1,510 teacher educators. Simple random sampling with non-replacement technique was adopted to select 30% from each of the two schools (AIFCE-224 and MOUA=229) representing a sample of 453 teacher educators.

A 35 item structured questionnaire of four point likert type developed by researchers was used for data collection. The instruments were weighted as follows: Strongly Agree (SA = 4 points), Agree (A = 3 points), Strongly Disagree (SD = 2 points) and Disagree (D = 1 point). This consisted of six sections. Section A provided background information whereas sections B, C, D, E and F dealt with questionnaire items in relation to the respective research questions. The content and construct validity was carried out by experts in Curriculum Studies, Guidance and Counselling and Measurement and Evaluation. A test-re-test was used and a reliability index of 0.87 was established using Parsons Product Moment. During the administration of the instrument, three was wrongly filled, therefore rejected, leaving a total

of 450 which were used for data analysis. The research questions were analyzed using mean with 2.5 as the mean cut off for acceptance.

**Results**

**Research Question One: The following are challenges posed on teacher education programme by corona virus pandemic in Nigeria**

S/N	Items	SA	A	SD	D	X	Decision				
1	School closure	(303)	1212	(71)	213	(59)	118	(17)	17	3.5	Accepted
2	Damage of education sector	(308)	1232	(81)	243	(40)	80	(21)	21	3.5	Accepted
3	Students leave hostel/school	(151)	608	(127)	381	(101)	202	(71)	71	2.8	Accepted
4	Theoretical learning only	(200)	800	(151)	453	(45)	90	(45)	45	3.1	Accepted
5	Non-challant attitude to learning	(200)	800	(29)	87	(107)	214	(114)	114	2.7	Accepted
6	Lack of reading by students	(249)	996	(107)	321	(54)	108	(40)	40	3.3	Accepted
7	Peer pressure	(21)	84	(41)	123	(308)	616	(80)	80	2.0	Rejected

In research question 1, table 1, the findings show that all of the above mentioned items are challenges posed on teacher education by corona virus pandemic in exception of item No. 7. This is shown in the mean scores of 3.5,3.5,2.8,3.1,2.7 and 3.3 being above the reference mean, except item no. 7 with mean score of 2.0 which is bellow the reference mean point.

**Research Question Two: Online Education were also a challenge due to the following:**

S/N	Items	SA	A	SD	D	X	Decision				
8	Lack of Android phones	(247)	988	(109)	327	(54)	108	(40)	40	3.3	Accepted
9	Non-access to internet services	(151)	608	(127)	381	(101)	202	(71)	71	2.8	Accepted
10	Rural settlement	(249)	996	(107)	321	(54)	108	(40)	40	3.3	Accepted
11	Computer illiteracy	(248)	992	(108)	324	(53)	106	(41)	41	3.3	Accepted
12	Finance for data	(300)	1200	(74)	222	(50)	100	(26)	26	3.4	Accepted
13	Inadequate electricity supply	(201)	804	(150)	450	(45)	90	(45)	45	3.0	Accepted
14	Family background	(241)	964	(115)	345	(53)	106	(41)	41	3.2	Accepted

In research question 2, table 2, the mean scores of all the items were 3.3,2.8,3.3,3.3,3.4,3.0 and 3.2 being above the reference mean of 2.5. This signifies that Online Education posed its own challenges to teacher education programme.

**Research Question Three: The following are effects of these challenges posed by corona virus pandemic on Teacher Education Programme in Nigeria**

S/N	Items	SA	A	SD	D	X	Decision
15	Teacher-student interactions	(75) 300	(57) 171	(300) 600	(81) 18	2.4	Rejected
16	Teaching practice activities	(29) 116	(200) 600	(114) 228	(107) 107	2.3	Rejected
17	Prompt tests and exams	(25) 100	(204) 612	(114) 228	(107) 107	2.3	Rejected
18	There will no-school dropout	(41) 164	(27) 81	(216) 432	(284) 284	2.1	Rejected
19	There will be quantity and quality of workforce	(57) 228	(29) 87	(146) 292	(218) 218	1.8	Rejected
20	Micro-teaching exercise	(46) 184	(71) 213	(249) 498	(84) 84	2.2	Rejected
21	Use of required instructional material	(71) 284	(46) 138	(240) 480	(93) 93	2.2	Rejected
22	Coverage of course contents	(41) 164	(21) 63	(151) 302	(137) 137	1.5	Rejected

In research question 3, table 3, all the items were rejected with mean scores of 2.4, 2.3, 2.3, 2.1, 1.8, 2.2, 2.2 and 1.5 being below the reference mean of 2.5. This signifies that since all these items in affirmative are not the effects then the effects will definitely be in the negative, thus there is no adequate teacher-student interactions, no teaching practice exercises, no prompt tests and examinations, students will drop out of schools, quantity and quality workforce will drastically be reduced (teachers will be few), no micro-teaching, no use of instructional material and no coverage of course contents.



**Research Question Four:** The following are the needs for counselling intervention in this situation of coronavirus pandemic in Teacher Education programme in Nigeria.

S/N	Items	SA	A	SD	D	X	Decision				
23	Stakeholders in teacher education programme need counselling in this pandemic.	(308)	1232	(81)	243	(40)	80	(21)	21	3.5	Accepted
24	Student teachers need counselling in this pandemic.	(200)	800	(151)	453	(45)	90	(45)	45	3.1	Accepted
25	Counselling in teacher education institution is important in this pandemic.	(151)	608	(127)	381	(101)	202	(71)	71	2.8	Accepted
26	With counselling in this time of corona virus pandemic, pre-teachers can go to school	(303)	1212	(71)	213	(59)	118	(17)	17	3.5	Accepted
27	Presence of a counsellor will help contain coronavirus while learners are in class.	(245)	980	(112)	336	(54)	108	(40)	40	3.2	Accepted

In research question 4, table 4, all the items are accepted. This is evidenced in their mean scores of 3.5, 3.1, 2.8, 3.5 and 3.2 respectively being above the reference mean of 2.5. The indication is that there is need for counselling intervention in this time of corona virus pandemic in teacher education programme institutions in Nigeria.

**Research Question Five:** The following are the suggested way forward in curbing the ascertained challenges posed by coronavirus pandemic on teacher education programme in Nigeria.

S/N	Items	SA	A	SD	D	X	Decision				
28	Counselling services, skills, techniques and orientation	(300)	1200	(74)	222	(50)	100	(26)	26	3.4	Accepted
29	Going back to school with face-shield, hand sanitizer and practice of social distance	(158)	632	(120)	360	(71)	142	(101)	101	2.7	Accepted
30	Motivation of pre-teachers through practical exercises	(201)	804	(150)	450	(45)	90	(45)	45	3.0	Accepted
31	Boosting interest through teacher-learner interaction	(301)	1204	(89)	267	(41)	82	(20)	20	3.3	Accepted
32	Training teachers abreast innovation	(241)	964	(115)	345	(53)	106	(41)	41	3.2	Accepted
33	Provision of adequate electricity in both urban and rural area by Government	(200)	800	(29)	87	(107)	214	(114)	114	2.7	Accepted
34	Provision of adequate infrastructure, equipment and facilities in the education sector	(248)	992	(108)	324	(53)	106	(41)	41	3.3	Accepted
35	Regularity in school to prevent dropping out of school	(240)	960	(151)	453	(29)	(58)	(20)	20	3.3	Accepted

In research question 5, table 5, all the items were accepted with mean scores of 3.4, 2.7, 3.0, 3.3, 3.2, 2.7, 3.3 and 3.3 being above the reference mean of 2.5. This means that all these suggested way forward will help in curbing the ascertained challenges posed by coronavirus pandemic on teacher education programme in Nigeria.

### **Discussion, Conclusion and Recommendations**

In research question 1, table 1, it was revealed that all the items in the table are challenges posed by corona virus pandemic on teacher education programme in Nigeria in exception of item no. 7. This is shown in items 1,2,3,4,5 and 6 with their mean scores of 3.5, 3.5, 2.8, 3.1, 2.7 and 3.3 respectively that were above the reference mean of 2.5 therefore accepted. It was only item 7 with its mean score of 2.0 that were below the reference mean and so were rejected. The

finding of this research question is in agreement with SEED (2020) and Mustapha (2020), who found out that the coronavirus pandemic has damaged the education sector in Nigeria when he said countries across the globe are returning to the drawing board to develop strategies to rescue their education sector which is being damaged by the deadly pandemic.

In research question 2, table 2, which sought whether Online Education were also a challenge. The research question revealed that Online Education came with its own challenges. This is evidenced in all the items 8,9,10,11,12,13 and 14 and their mean scores of 3.3, 2.8,3.3,3.3,3.4,3.0 and 3.2 respectively being above the reference mean of 2.5 and therefore accepted. The finding is in line with the finding of WLF (2020) who found out that for effective and inclusive implementation of Online Education there must be consideration for factors such as learning resources, which are not available, learners capability and teachers' training. The implication of WLF (2020) statement is that there are challenges that resulted with the Online Education. Also WLF (2020), found out that most of the learners and teachers are not grounded in internet activities thereby posing a challenging on the side of Online Education. The finding also agree with the findings of Mustapha (2020) and WLF (2020) who asserted that teachers and pre-teachers who have no access to computer, internet due to financial handicap or rural settlement will not teach or learn.

In research question 3, table 3, which sought to find out the effects of these challenges posed by corona virus pandemic on Teacher Education Programme, all the items 15, 16, 17, 18, 19, 20,21 and 22 with their mean scores of 2.4, 2.3, 2.3, 2.1, 1.8, 2.2, 2.2 and 1.5 respectively were rejected for being above the reference mean of 2.5 and so rejected. The significance is that since all the items in the affirmative are not the effects, it then means that the effects will be the opposite, thus: no teacher-learner interactions, no teaching practice and micro-teaching exercises, there will be students drop-out of school, quantity and quality workforce will drastically reduce due to drop-out from school because of new-found-businesses, non-use of instructional material, and non-coverage of course contents. The findings of this research question is in consonance with the findings of Obiakor & Adeniran (2020), for revealing that majority of the learners will miss learning, lose access to vital school-provided services like micro-teaching activities, sending out for practical experiences like teaching practice, for these activities cannot be done online. They added that these activities require face-to-face interactions. Obikor and Adeniran further added that leaving more students behind will automatically result to school drop-out by many pre-teachers pending the time pandemic will be over and schools resume. The finding also agrees with the findings of Hussain (2020) and Mercy (2020) for asserting that school closure means no more practical activities for the pre-teachers where they can have access to instructional material and effective coverage of course contents. Also, the assertion by Izuagba and Obiefuna (2019), Okafor (1988), Ukeje (1996) and FRN (2013) that teacher education programme specifically designed to equip teachers with required cognitive knowledge, affective disposition and psychomotive competences together with goals of teacher education in Nigeria for task ahead can never be achieved if this effects are not curbed.

In research question 4, table 4, that sought whether there are needs for counselling intervention in situation of corona virus pandemic in teacher education programme in Nigeria, it was revealed that there are needs for counselling intervention at this period of

corona virus pandemic with all the items 23, 24, 25, 26 and 27 and their respective mean scores of 3.5, 3.1, 2.8, 3.5 and 3.2 respectively being above the reference mean of 2.5 hence accepted. The finding of this research question is in tandem with the findings of Obilo, Oparah and Ajeka (2019); Obilo, Oparah and Ajeka (2017); Timothy (2013); Guchinga (1995); and Okita (2012) who found out that using different counselling skills and techniques like rapport building, counselling services and counsel orientations will help alleviate challenges in that teachers will have a better understanding of their roles, parents will develop realistic perception of the teachers' training of their children, students on their own will understand the 'why' of school rules and regulations while the government will learn to play their part better by funding education appropriately.

The implication of above statement is that counselling intervention will help in curbing the challenges since everyone will be advised to do the needful as it concerns him/her.

In research question 5, table 5, it was revealed that the suggested way forward together with counselling intervention will go a long way in ameliorating the ascertained challenges posed by corona virus pandemic on teacher education programme in Nigeria. The respondents agreed that reversal of those challenges will help curb them. This is seen in the mean scores of items 28,29,30,31,32,33,34,35. The finding of this research question is in consonance with the findings of Obilo, Oparah and Ajeka (2019); Okita (2012); and Timothy (2013) who found out that teaching and learning had better results after counselling services were rendered. Particularly Obilo, Oparah and Ajeka (2017) and (2019) equally found out that once challenges are reversed though not easy, will definitely be a way forward.

In further harmony with this finding is the finding of Mustapha (2020) who ascertained that countries across the globe are returning to the drawing board to develop strategies to rescue their education sector which is being damaged by the deadly pandemic, just like the above suggested way forward.

## **Conclusion**

With literatures reviewed and findings of this research, it is no longer a mirage that corona virus pandemic has eaten deep into our education sector. It is a reality. For this, steps should be made to correct the adverse effects of corona virus pandemic on Nigeria teacher education programme just like Mustapha pointed out that countries are returning to drawing board to strategize, for an old Igbo adage says "Since (nweleke) the bird has learnt to fly without perching, the hunter will equally learn to shoot without measuring. Corona virus has refused to go and there is no news of drugs for its cure. Nigerians must strategize to go back to school, since Nigeria is not an exception, based on the above conclusions, the researchers recommended.

## **Recommendations**

These recommendations were made:

1. Pre-teachers should go back to school wearing face-shield, practicing social distance and with hand sanitizer in order to have access to school provided services like instructional materials, practice activities like micro-teaching and teaching practice exercises. Going back to school will equally help teacher-learner interactions.

2. Counseling services, counselling skills, counselling techniques and orientation are needed, for all will help move things forward.
3. Stake-holders in education: government, parents and philanthropists should help in provision of necessary human and material resources that are challenges to teacher education programme in this time of corona virus pandemic in Nigeria.
4. Teachers should strive to enroll for in-service training, attend conferences, seminars, workshops in other to be abreast of any innovation that will be introduced.
5. All hands: the government, communities should help provide regular electricity in both urban and rural settings for any innovation to survive.

## References

- Federal Republic of Nigeria (2013). National Policy on Education. Abuja: NERDC. Gichinga, E.M. (1995). Basic skills. Kenya: Gen Services.
- Hussain, T. (2020). Education and Covid-19. Retrieved from <https://www.soas.ac.um>
- Izuagba, A.C. and Obiefuna, C.A. (2019). Trends and Issues in Teacher Education: The Nigeria Perspective. Owerri: CC Ventures.
- Mayoclinic (2020). An overview on COVID-19. Retrieved from <https://www.mayoclinic.org>.
- Mercy, C. (2020). What is the effects of COVID-19 on girls' education? retrieved from <https://www.mercycorps.org>.
- Mustapha, T. (2020). Effects of Covid-19 on the Education System. Retrieve from <https://www.researchgate.net.>3415>.
- Obiakor, T. and Adeniran, A. (2020). COVID-19: Impending situation threatens to deepen Nigeria's Education Crisis. Retrieved from <https://media.africaportal.org>.
- Obilo, I.P.; Oparah, Z.C. and Ajeka, P.I. (2017). Challenges of curriculum implementation in a Recessed Economy: Roles of counselling. Port Harcourt: Nigerian Journal of Empirical studies in Psychology and Education (NJESPE). 19(1), 179-193.
- Obilo, I. P.; Oparah, Z.C. and Ajeka, P.I. (2019). Tertiary Education curriculum and community development: Implications for counselling. Owerri: Nigeria Journal of Research in Education (NJRE). 1(1). 139 – 150.
- Okafor, F.C. (1988). Nigerian Teacher Education: A search for new direction. Enugu: Forth Dimension pub.
- Okita, D.O. (2012). Influence of guidance and counselling on academic performance of students in selected secondary schools in Molo sub county, Nakuru country, Kenya. International Journal of Science and Research (IJSR). Retrieved from <https://www.ijsr.net>.
- Sustainable Education and Enterprise Development (2020). Impact of COVID-19 on Education for Vulnerable Children. Retrieved from <https://www.seed.com.ng.>impact>.
- Timothy, F. (2013). The Effects of Counselling on Academic Achievement among Language Minority (LM) Middle School Students. Retrieved from <https://www.google.com.ng>.
- Ukeje, B.O. (1996). Teacher Education for National Development. In Lassa P.N. et al, (Eds). Teacher Education on imperative national development. Kaduna: NTI.
- World Literacy Foundation (2020). Education and Covid-19 in Nigeria. Retrieved from <https://worldliteracyfoundation.org>.