

# **IMPACT OF SIT-AT-HOME ORDER ON TEACHER EDUCATION PROGRAM: FOCUS ON COLLEGES OF EDUCATION IN SOUTH EAST NIGERIA**

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## **ABSTRACT**

This work investigated the impact of the sit-at-home order declared by the Indigenous People of Biafra (IPOB), to press home the release of their leader Maazi Nnamdi Kanu, on teacher education program in colleges of education in states of South East Nigeria. The research was carried out with the purpose of finding the extent the order disrupted academic activities and its impact on quality of teacher education in the region. Five research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. A population size of 8560 persons comprising students and lecturers were used for the study while a sample size of 856 persons representing 10% of the population were sampled using simple random sampling technique. A structured questionnaire titled “Impact of Sit-at-Home Order Questionnaire” (ISHOQ) was used for data collection. The instrument was validated by six experts in the Department of Measurement and Evaluation as well as Department of Sociology, Ebonyi State University, Abakaliki. It was trial tested to 30 respondents not included to the main sample of the study at Institute of Ecumenical Studies, Enugu, to determine the reliability using Cronbach Alpha of 0.95. Mean and Standard Deviation was used to answer the research questions while the t-test was used to test the hypothesis at 0.05 level of significance. This research findings show that since the declaration and enforcement of the sit-at-home order a lot of harm has been done to the sector as teaching and learning has diminished drastically leading to poor quality of teacher education and further eroding confidence in a sector that is already facing extinction. To wit irregular school attendance on the part of teachers and students, inability of teachers to meet up with school workload such as coverage of curriculum content, low grade, truancy on part of teachers and students as sit-at-home has become an alibi for poor output. Poor academic performance by students especially in external examinations, general atmosphere of fear, lost of lives, psychological trauma and lost of interest in school attendance and activities by students etc. The paper recommends for immediate end to sit-at-home in order to halt the declining academic achievements of students in the zone. It also among other recommendations wants state governors of the zone to come up with measures that can psychologically heal those who have been disoriented by the activities of IPOB. It equally recommended that Maazi Nnamdi Kanu who has been acquitted and discharged of all charges by the courts should be released by the Federal Government.

**KEY WORDS:** Sit-at-home, IBOP, Teacher Education, South East

## INTRODUCTION

### Background of Study

Following the arrest, the detention and eventual trial of Maazi Nnamdi Kanu, the leader of the Indigenous People of Biafra –IPOB, for alleged terrorism related offences by the Nigerian government, members of the group came up with certain measures aimed at registering their displeasure with the arrest and detention and to pressure government in order to secure his early release. One of such measures was the declaration of operation sit-at-home in the 5 southeast states and other IPOB strongholds in August, 2021. Accordingly the group slated certain days of the week, including every Monday, days when Nnamdi Kanu would appear in court, and other special days, as days when the people in the affected places would all sit at home as a sign of civil disapproval of the arrest and detention of the IPOB leader. The sit-at-home order was meant as weapon that would force the Fed government to ensure early release of the leader. On the days of this sit-at-home, public places like markets, schools, courts, etc government offices are expected to be under lock and key. Major roads are equally expected to be deserted in compliance to the order. The Eastern Security Network which is the military arm of the group ensures enforcement of the order. People were expected to obey the order whether voluntarily or not.

Initially, citizens of the affected states showed enthusiasm and identified with the order as a means of showing solidarity with the cause. With the passage of time, the exercise started taking its toll on the people. Pains of economic lost, deprivation and wanton economic costs on businesses and livelihoods on individuals and households without any corresponding response by the government, made the people to think twice about the strategy. Interest in observing the sit-at-home waned and the people started resisting the sit-at-home order. IPOB on its own emboldened by the obedience and compliancy it extracted from the people so far fought to maintain the sit-at-home order. It deployed enforcement strategies, including the use of its military wing, Eastern Security Network to extract compliance. Confrontation between the Nigerian security apparatus and the ESN, became a common place. Killing and maiming of police officers, members of ESN, road users became rift. Destruction of public properties, goods and services where the order was not observed became the order of the day. Government of the affected states on their own confronted the situation by placing stifling and stiff measures against citizens who refuse to operate their businesses or abstained from official duties especially government workers on such days. This government approach instead of arresting the ugly situation rather worsened it as the people have been psychologically subdued and already living in fear of consequences of violating the IPOB order preferred to close their businesses, stay away from offices, keep their children away from schools than facing severe consequences from IPOB including loss of lives and properties.

The enforcement of the sit-at-home with time became a serious security concern as the situation degenerated into a crime scene with the arrival of the unknown gun men, (UGM).IPOB could no longer control what it started. It condemned and denied the activities of the unknown gun men. Within IPOB itself, splinter groups emerged with accusations and counter-accusations to the effect that when the mainstream IPOB that conceived the idea of sit-at-home finally announced that it has cancelled it, rival groups continued to enforce it and the lives of the people and economy of the region continued to be endangered.

In the education sector, the sit-at-home order continued to rake havoc as class rooms continued to be shut down with parents not entertaining the risk of exposing their wards to the violence of unknown gun men and sit-at-home criminal enforcers. This meant that for sometimes out of the five days of the week, schools operated only twice or three times, as apart from the regular Mondays sit-at-homes there are two or three other days of the week that can be declared sit-at-home days like days of Kanu's court appearances. This ensured that schools from primary to tertiary levels in the South east operated marginally or partially as they observed sit-at-home order. This situation definitely has hampered effective teaching and learning further adding to the woes of the education sector in Nigeria, a country that has the highest number of out-of-school children in the world. This research intends to bring attention to the menace of sit-at-home in colleges of education in the region in particular and tertiary education in general with a view to addressing and arresting the menace.

### **Statement of the Problem**

IPOB declaration and enforcement of sit-at-home in the southeast of Nigeria is a threat to academic activities in schools in the region and colleges of education sector in particular. It has led to disruption of teaching and learning in the sector, leading to poor outcomes with a dire consequence of deepening attrition in enrolment in the sector.

### **Purpose of the Study**

The general purpose of this study is to find out the impact of IPOB sit-at-home order on academic activities in the colleges of education in the south east states. The following constitute the particular purposes of the study:

To find out the impact of sit-at-home on school attendance of both lecturers and students in colleges of education in the southeast region.

To find out the effect of sit-at-home on teaching and learning in colleges of education in the south east states.

To ascertain the impact of sit-at-home order on the performance of students in colleges of education in the

To find out the affects of the crimes and economic recession occasioned by sit-at-home observance on the educational pursuit of students in the south East.

## **Significance of the Study**

This research work is significant in many ways. It will bring to the fore the impact of sit-at-home on tertiary institutions in the south east and the colleges of education sector in particular in the area. It's equally expected to expose the extent the problem has hampered teaching and learning in the college of education sector in the region. The significance lies again in the fact that the research recommendations if implemented can to lead to ending the sit-at-home order in the region? This will in turn reposition the college of education in particular and the education system in general for greater productivity and set the region on the path of economic growth. Finally the work will provoke more research in the education sector and equally serve as a source of data or research material in that direction.

## **Scope of the Study**

The research covers all the public colleges of education in the five south east states of Nigeria. That means both federal and state owned institutions that award Nigeria Certificate of Education (NCE) as their core mandate. At the time of this research, there are nine (9) of such colleges. The population comprises the lecturers and students of these colleges.

## **Research Questions**

1. What is the impact of sit-at-home on school attendance of students and lecturers in colleges of education in south East states?
2. What are the effect of sit-at-home on teaching and learning in colleges of education in south East Nigeria?
3. What is the impact of sit-at-home on the academic performance of students of colleges of education in the south East region?
4. What are the effects of the crimes and economic recession occasioned by sit-at-home observance on the educational pursuit of students in the south East?

## **Hypothesis**

**Ho:** There is no significant difference on the level of school attendance on the part of students and lecturers of colleges of education before and during the sit-at-home order.

**Hi** There is significant difference on the level of school attendance on the part of students and lecturers of colleges of education before and during the sit-at-home order.

## **RESEARCH METHODOLOGY**

This section describes the methods that were used in carrying out the study. This was done the following sub-headings;

### **Research Design**

The study adopted the descriptive survey design. A descriptive survey attempts to describe, explain and interpret conditions of the present as it is. Therefore, it is appropriate to be used here.

### **Area of the Study**

The research area covers all the nine (9) public colleges of education in the five south east region of Nigeria. These include:

- 1.Nwafor Orizu College of Education, Nsugbe
- 2.Alvan Ikoku College of Education, Owerri
- 3.Federal College of Education, Eha-Amufu
- 4.Ebonyi State College of Education, Ikwo
- 5.Federal College of Education (Technical), Umunze
- 6.Enugu State College of Education (Technical), Enugu
- 7.Abia State College of Education (Techical), Arochukwu
- 8.Federal College of Education (Technical), Isu
- 9.Imo State College of Education, Umuuagwo

### **Population of the Study**

The population for the study consist all the teaching staff and students of the above nine public colleges of education in the South east region. Therefore the population is 8560, comprising of 3260 lecturers and 5300 students.

## **Sample and Sampling Techniques**

The sample for the study is 856 which constitutes 10 per cent of the population, consisting of 326 number of lecturers and 530 number of students.. The researcher applied yarrow Yamani formula to determine the sample size. Simple random sampling technique of balloting with replacement was applied. The method was through squeezing of piece of paper and putting them into a tray for the respondents to pick. The distribution of the sample is presented in the table (see Appendix 3).

## **Instrument for Data Collection**

The instrument that was used for data collection for the study was a structured questionnaire called “Impact of Sit-at-Home Order questionnaire” (ISHOQ) was used for data collection. The questionnaire was made up of two parts, A and B. Part A sought for personal information from the respondents, while part B consisted of twenty items, which were arranged in five clusters. The modes of response for the items of the clusters were 4 points likert-type-scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The response options were weighted 4, 3, 2 and 1 (for positive items) while negative items are weighted 1, 2, 3 and 4 respectively. (See Appendix 1)

## **Validation of the Instrument**

The instrument was subjected to both face and content validity by presenting the draft copies to six experts in Measurement and Evaluation as well as Department of Sociology, Ebonyi State University, Abakaliki.

## **Reliability of the Instrument**

The reliability of the instrument was determined through a pilot test using test and retest method by administering the instrument to randomly selected 20 lecturers and 30 students of Institute of Ecumenical studies, Thinkers Corner, Enugu, ( an N.C.E awarding institution) who were not part of the study. The data collected from the instrument was analyzed using Cronbach Alpha statistics which yielded reliability co- efficient of: cluster 1, 0.73, cluster 2, 0.81, cluster 3, 0.89, cluster 4, 0.75 and cluster 5, 0.80. The grand reliability index was 0.89, which indicated that the instrument had a very high reliability (See Appendix 11).

### **Method of Data Collection**

The copies of the questionnaire were administered to the 856 respondents comprising lecturers and students who constituted the sample of the study. The researcher was assisted by some lecturers who helped administer the questionnaire directly to the respondents which they filled and data collected back within 5 days.

### **Method of Data Analysis**

The researcher in analyzing the data made use of mean scores to answer the five research questions stated in the study. A bench mark of 2.5 and above was used as basis for acceptance or otherwise, while Pearson Product Moment Correlation co-efficient statistics was used to test the null hypothesis at 0.05 significance

## **PRESENTATION OF RESULTS AND FINDINGS**

In this section, the findings of the study as regards impact of sit-at-home order on teacher education program on colleges of education in South East Nigeria were presented and analyzed in order to answer the research questions. The mean scores and standard deviation were used to compute the t-test statistics. The results are presented as follows:

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### **Research question 1**

What is the impact of sit-at-home on school attendance of students and lecturers in colleges of education in south East states?

**Table 1: Mean and Standard Deviation Rating of effect of sit-at-home on school attendance of students and lecturers in colleges of education in South East Nigeria**

S/N	ITEMS	X	SD	DECISION
1.	Sit-at-home makes most lecturers and students to absent themselves from school on Mondays and other days it is declared.	2.59	1.22	Agree
2.	School activities shutdown on sit-at-home days	3.51	1.25	Agree
3.	Lecturers and students who attempt going to school on sit-at-home days risk attack by enforcers of the order	2.55	1.21	Agree
4.	Parents do not like releasing their wards for school on sit-at-home days	3.50	1.23	Agree
<b>Grand Mean</b>		<b>3.04</b>		<b>Agree</b>

From table 1, the grand mean score of 3.04 which is above, the mean cut off point of 2.50 indicated that effect of sit-at-home on school attendance in colleges of education in South East Nigeria. Items 1 to 4 with mean scores of 2.57, 3.51, 2.55 and 3.50 respectively indicated that lecturers and students are forced to obey sit-at-home order and thus absent from schools on Mondays and other days it is so declared.



## Research Question 2

What are the effect of sit-at-home on teaching and learning in colleges of education in south East Nigeria?

**Table 2: Mean and Standard Deviation Ratings of effect of sit-at-home on teaching and learning in colleges of education in south East Nigeria?**

S/N	ITEMS	X	SD	DECISION
5.	Sit-at-home has led to reduced hours/periods for teaching learning	2.62	1.30	Agree
6.	Lecturers do not cover the curriculum or the scheme of Work	2.63	1.30	Agree
7.	Students are beginning to develop apathy towards their Studies	3.00	1.40	Agree
8.	Sit-at-home order has no negative impact on teaching and learning	3.38	1.42	Strongly disagree
<b>Grand mean</b>		<b>2.91</b>		<b>Agree</b>

Table 2 with a grand mean score of 2.91 which is above the cut-off point of 2.50 showed that sit-at-home has impacted teaching and learning negatively on colleges of education in south East Nigeria? Items 5 to 8 have mean scores of 2.62, 2.63, 3.00, and 3.38 respectively which indicated agreement.

### Research Question 3

What is the impact of sit-at-home on the academic performance of students of colleges of education in the south East region?

**Table 3: Mean and Standard Deviation Rating on impact of sit-at-home on the academic performance of students of colleges of education in the South East region.**

S/N	ITEMS	X	SD	DECISION
9.	Learning outcomes are poor especially performance in examinations.	3.55	1.53	Agree
10.	Students' academic performances are now lower than before	3.10	1.27	Agree
11.	Colleges of education in the South East are likely to witness further low enrollment due to the sit-at-home order.	3.43	1.45	Agree
12.	Sit-at-home has no negative impact on students' academic performance	2.50	1.20	Strongly Disagree
<b>Grand mean</b>		<b>2.91</b>		<b>Agree</b>

From table 3, the responses on items 9, 10, 11, and 12 showed positive responses. The grand mean score is 2.91. reveals that sit-at-home has impacted negatively on the academic performance of students in the region.

### Research Question 4

What are the affects of crimes and economic recession occasioned by sit-at-home observance on the educational pursuit of students of colleges of education in the south East?

**Table 4: Mean and Standard Deviation Rating of effects of crimes and economic recession occasioned by sit-at-home observance on the educational pursuit of students in colleges of education in the South East?**

S/N	ITEMS	X	SD	DECISION
13.	School properties and structures face destruction and vandalization in the hands of criminals who operate under the guise of sit-at-home enforcement.	3.55	1.53	Agreed
14.	Students and lecturers have met their untimely death in the hands of criminals enforcing sit-at-home.	3.10	1.27	Agreed
15.	Parents facing the challenge of disruption of economic activities by sit-at-home order find it difficult to meet the academic needs of their wards like payment of school fees.	3.43	1.43	Agreed
16.	Parents, lecturers and students now live in fear especially on sit-at-home days as a result of the attendant terrorism.	2.88	1.18	Agreed
<b>Grand Mean</b>		<b>3.24</b>		<b>Agreed</b>

From table 4, high grand mean score of 3.24 was observed. This showed that crimes and economic recession occasioned by sit-at-home observance had serious negative consequences on the educational pursuit of students in the region. Items of the questionnaire have high score of 3.55, 3.10, 3.43, and 2.88 respectively.

**Hypotheses** There is no significant difference on the level of school attendance on the part of students and lecturers of colleges of education before and during the sit-at-home order.

**Table 5: t-test Analysis of impact of sit-at-home on school attendance of students and lecturers in colleges of education in south East states.**

S/N	Variable	N	X	SD	df	t-cal.	t-crit	Decision.
1.	Student	400	2.65	1.10				
	Lecturer	200	2.46	1.07	598	0.61	1.91	NS
2.	Student	400	2.47	1.09				
	Lecturer	200	2.35	1.08	598	-0.40	1.96	NS
3	Student	400	2.67	1.55				
	Lecturer	200	2.56	1.99	598	0.39	1.96	NS
4.	Student	400	2.56	1.08				
	Lecturer	200	2.25	1.04	598	-0.06	1.96	NS
<b>Average t-cal</b>						<b>0.14</b>	<b>1.96</b>	<b>NS</b>

**S= significance, NS =not significant**

Table 5 provided information for null hypothesis 1. Items 1 to 5 were used to test the hypothesis using the t-statistics to test the null hypothesis. The calculated t-value of 0.14 was obtained. The calculated value is less than 1.96, which is critical t-value at 0.05 level of significance and 598 degree of freedom. It therefore, follows that there is no significant difference in the mean rating of students and lecturers on the impact sit-at-home their level of school attendance

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

### **Summary of the Study**

From the forgoing its abundantly clear that the sit-at-home order declared by the Indigenous People of Biafra (IPOB) has taken its toll not only on the economic lives of the people of the South East but has had a devastating and dilapidating effect on the education sector, particularly on the college of education sector. Activities of IPOB have led to closure of schools for days to the extent that some times out of 5 school days in a week, schools may function just for 3 or in some cases 2 days. It has induced fears on students, teachers and even parents as risk of loss of property, physical attacks and death are the dangers people are exposed to on the days the order is declared. School buildings and other facilities are equally exposed to attack and damages. The epileptic school operation has led to loss of interest in school attendance by some. The overall consequences are that teaching and learning are shot changed, poor academic output is witnessed and the academic lives of the youth of zone is montaged.

At the primary and post primary school levels certain measures adopted by some states like Anambra state to make up for lost grounds like operating schools on Saturdays did not yield the desired result as traditionally, weekends are associated with ceremonies and other activities that distract from teaching and learning. Thus poor attendance were witnessed on both sides of teachers and students as some students who were sent by their parents divert to other places and never attended school.

For the college of education sector, it was observed that the sit-at-home order affected school attendance on the part of both students and lecturers. Many had to keep away from school on the days of sit-at-home for their safety.

As a consequence it was also observed that due of irregular school attendance curriculum were not cover thus impacting teaching and learning. Were proper teaching and learning did not take place the effect is clear, academic output will be low. Thus it was observed that the is low academic performance on the part of students of colleges of education in the South East zone.

The study also observed that there are sundry crimes associated with the order which equally had impact on school activities such as increased robbery, arson, and damages to school properties. Part the of the observation as revealed by the study is that the economic recession occasioned by the disruption of the economic life of the zone, led to economic recession where parents find it difficult to meet up with the financial demands of their school children.

## **Conclusion**

Based on the discussion, the following conclusions were drawn.

1. School attendance and activities in the South East have been negatively impacted by IPOB sit-at-home order.
2. Academic fortunes of students of colleges of education in the South East and the college of education sector itself have been dealt a great blow by the sit-at-home order.
3. Many teachers and students have lost lives, properties and even interest in education due to activities of IPOB.
4. School buildings and other properties and facilities have been either lost or damaged by sit-at-home enforcers.
5. The people of the zone are desirous of lasting measures that can address the remote and immediate causes sit-at-home and bring a permanent solution to IPOB agitation.

## **Implication of the Study**

Based on the findings of the study, the following are implied:

This study has implication for the government who should address the grievances of IPOB, address the security situation in the South East generally and ensure that schools in the region function optimally without disruptions from any quarters. It equally requires that government should ensure equitable distribution of resources to avoid marginalization of any group of people since that is what breeds social unrest.

The people of the zone should equally rise up to retrogressive forces that montage the future of their youths by closure of schools. The people have to report criminally elements in their midst to security forces in order to curtail crime in the area.

Other factors identified by the respondents will make the stakeholders in Education sector to wake up from their slumber and do the needful so as to solve the hydra-headed problems so as to make school system workable .

### **Limitation of the Study**

It was difficult to reach some of the respondents both at the point of distribution and collection of the questionnaire. More so, due to dearth of research materials, the researcher did not find it easy to gather enough data for the study. Since the study cover all the five South East states, it was not ease traversing the entire area especially given the state of insecurity in the zone..

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

- 1.The federal Government should release the leader of IPOB, Maazi Nnamdi Kanu without further delay since he was discharged and acquitted by the courts and also dialogue with IPOB.
2. Effective and efficient security measures should be put in place in the country especially in the South East to check activities of criminals and non-state actors like IPOB to safeguard lives and properties.
3. Measures should be put in place to ensure that no section of the country is marginalized to reduce agitations and restiveness around the country.
4. There should be constitutional amendment that can engender true federalism in Nigeria.

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