

COVID-19 Pandemic as a Multidimensional Non-human Teacher to Human Race: A Multidisciplinary Approach

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Abstract

This paper examines COVID-19 pandemic, its origin, causes, symptoms, effects and even the lessons that human race can derive from the pandemic. Philosophical analysis method is employed in this paper. COVID-19 leads to problems such as depression, death, loss of employment, lack of access to remote learning due to absence of relevant Information Communication Technology (ICT) facilities like browsing mobile phones, irregular electricity, and others. All these problems can be tackled by implementing certain suggestions for positive life during and after COVID-19. These suggestions or identified means of solving COVID-19 problems come from multiple disciplines such as philosophy, counselling, humanities and education. Most identified means of solving the problem include the use of critical thinking to acquire more knowledge to overcome COVID-19 and its adverse effects, avoiding corruption, provision of ICT facilities for remote learning, counselling for psychological wellness, adopting preventive measures, and so on. The study concluded that human race applies to the positive life during and after COVID-19 to facilitate multidimensional developments.

Keywords: COVID-19 Pandemic, Teacher, Human Race, Philosophy.

1. Introduction

Human race faces many problems such as unemployment, death, accidents, terrorism, insecurity, ignorance, poor feeding, rape, poverty, tyrannical governance as well as pandemic like COVID-19. COVID-19, fully described as coronavirus disease 2019, is currently one of the worst attacks on humanity. Nantwi (2020) narrated that COVID-19 began in Wuhan, China in December, 2019. The disease is caused by SARS-CoV-2, and has symptoms like difficult breathing, dry cough, and more. Its symptoms can be the basis for diagnosis. Its transmission can be through body contact. Worldometer (2020) reported that the disease had spread across various countries of the world with hundreds of thousands of lives lost. Further, COVID-19, apart from deaths, has had many effects on the human race, both positive and negative effects in different aspects of human lives.

The effects are physiological (such as weakened immune system and positive effects of regular exercise on the physical health), psychological (such as depression and spending more time with family), social (for example, obstacles to seeing friends, and parents controlling the movements of their children easily under the lockdown), political (for example, online political meetings), economic (loss of jobs and reduction of transport fare) and educational (such as closure of schools, lack of access to remote learning and teaching of children by literate parents at home). In a bid to overcome the negative effects of the pandemic, multidisciplinary suggestions worthy of explore. Several ideals such as continuous use of critical thinking to explore solutions to the problems of COVID-19, adoption of preventive measures against the spread of COVID-19, elimination of corruption, counselling intervention, and many more are put in place to overcome the challenges of COVID-19 pandemic. COVID-19 is a multidimensional teacher of nonhuman type. It teaches human race many lessons which include limitation of human knowledge, prevention as the best measure to contain pandemic, importance of good governance, and many more. The relevance of this study involve panoramic multidisciplinary approach, possible positive life and resultant multidimensional developments through the application of the suggestions for positive life, and more.

Several researches have been carried out on COVID-19 in different ways. Nnantwi (2020) conducted research on COVID-19: Impact on education and workforce, Ogbonna (2020) on Coronavirus: The economics of the pandemic and performance of the Nigerian economy, Saha and Dutta (2020) on A study on the psychological crisis during the lockdown caused due to COVID-19 pandemic, Nwagu (2020) on COVID-19: Impact and implications on haematology and haematological parameters, while Shittu (2020) focus on critical analysis of socio-political impacts of the COVID-19 pandemic on human existence. Yinus , *et al* (2021) examined Effect of COVID-19 pandemic on sustainable development mechanisms. All of these researchers focused on certain aspects and certain effects of the pandemic from the viewpoints of particular disciplines such as political science, economics, haematology and education. However, this study explored the lessons

from Coronavirus disease (COVID-19) as a multidimensional teacher to the human race and proffer possible solutions to the problems of the pandemic from perspective of multidisciplinary approach which makes suggestions for positive life during and after COVID-19 from multiple disciplines such as philosophy, counselling, humanities and education. This present study also evaluates COVID-19 as a teacher with multiple lessons to humanity. These constitute the gap this study intends to fill, as well as contributions of this study to the world of human research and knowledge.

2. Literature Review and Conceptual Explanation

2.1 COVID-19 Pandemic

The concept of COVID-19 were discussed in terms of its nature, origin and aetiology, spread and transmission, statistics, diagnosis, symptoms, effects, preventive measures and theories.

2.1.1 Nature, Origin and Aetiology

Breitbart and Rohwer (2005) described virus as a microscopic agent that needs a living host to replicate and cause disease. Virus involves genetic material, protein coat and lipids. Viruses exist in different shapes which comprise helical, icosahedral, prolate, envelop and complex. They consist of deoxyribonucleic acid (DNA) and ribonucleic acid (RNA). Coronavirus is a family of viruses. United Nations International Children's Emergency Fund (UNICEF) (2020) explained that COVID-19 is an acronym. CO represents corona, VI stands for virus, D means disease, while 19 stands for 2019, the year this deadly virus was first tested and discovered. That is, full description of COVID-19 is 'coronavirus disease 2019'.

COVID-19 is an infectious disease that originated from Wuhan City, Hubei Province, People's Republic of China in December, 2019 (Nantwi, 2020). COVID-19 is less severe than SARS in 2003 with mortality rate between two and three per cent. The aged people are more affected by COVID-19 because of their weak immune system and the physical health problems (such as cardiovascular disease, diabetes, cancer, chronic respiratory disease) in them before they contract COVID-19 (Ogbonna, 2020). World Health Organisation (WHO) (2020) described COVID-19 as a viral pneumonia caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Nwagu (2020) clarified that SARS-CoV-2 belongs to a family of viruses known as coronavirus. Ibrahim (2020) stated that coronavirus is one out of many viruses of its kind, such as Spanish flu, Swine flu, Ebola and Lassa virus. WHO (2020) noted that Black Death alternatively called Bubonic plague claimed at least fifty million lives across Europe, Asia and Africa in the 14th century. The novel COVID-19, as it was named by WHO on January 7, 2020, was not previously detected in humans (Nwagu, 2020). Chan et al (2013) posited that the novel coronavirus comes from the subfamily Orthocoronavirinae of the coronaviridae family (order Nidovirales). Klokol, Nallenthiran, Nalapko and Papacharalampous (2020) submitted that the beginning of coronavirus disease 2019 was associated with Human Seafood Wholesale Market of Wuhan, thus,

it was believed that the transmission came from animal to human. Su (2016) stated that, in 1960s, two coronaviruses known as 229E and OC43 were discovered in patients with cold. Severe Acute Respiratory Syndrome Coronavirus (SARS-CoV) was discovered in 2002, NL63 in 2004, HKUI in 2005 and Middle East Respiratory Syndrome (MERS) in 2012.

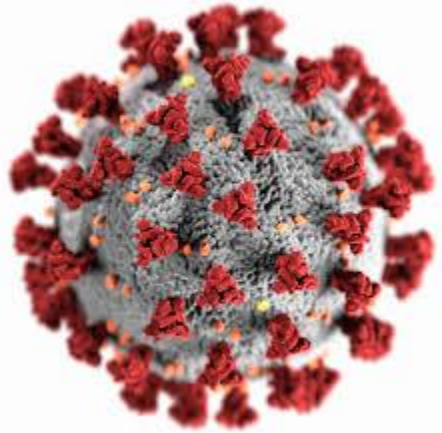


Figure 1: Coronavirus (blog.okfn.org)

2.1.2 Spread, Transmission and Statistics

COVID-19 started in Wuhan and later spread to other parts of the world. Odunayo (2020) revealed that the first COVID-19 case in Nigeria was broadcast on 27th February, 2020 as an Italian citizen tested positive for the disease. On 9th March, the second case was reported with a Nigerian who had contact with the Italian citizen. In addition, Nwagu (2020) submitted that WHO declared COVID-19 as a global pandemic on 11th March, 2020. COVID-19 had been reported in all countries of African continent. On 14th February, Egypt reported its index case, Nigeria on February 27th and Lesotho on May 13th. The number of pandemic cases is still rising. Nigeria tested 212,201 people and 36,663 of them tested positive, 789 died and 15,105 recovered from the disease on July 19th. On the same date, the continent of Africa had 707,320 confirmed cases, 15,000 deaths and 371,184 recoveries. Globally, there were 14,640,375 confirmed cases, 608,857 deaths and 8,734,805 recoveries. Ghana Health Service (2020) stated that Ghana had her two index cases of the pandemic on 12th March, 2020 with two victims believed to have returned from Turkey and Norway. On July 17th, Ghana recorded the total number of confirmed cases of the coronavirus disease was 27,667, 148 deaths and 23,249 recoveries. Shittu (2020) reported that on July, 20, 2020, South Africa had 364,328 confirmed cases, 5,033 deaths and 191,053 recoveries.

Still on July 17th, 2020, Ghana Health Service (2020) Egypt recorded 87,775 confirmed cases, 4,302 deaths and 28,380 recoveries. Algeria had 23,691 confirmed cases, 1,087 deaths and 16,400 recoveries. On the record of Morocco were 17,562 confirmed cases, 276 deaths and 15,132

recoveries. Cameroon's coronavirus disease 2019 confirmed cases reached 16,157, deaths 373 and recoveries 13,728. Ivory Coast recorded 14,119 confirmed cases, 92 deaths and 8,366 recoveries. Kenya, as it was not spared from pandemic, recorded 13,771 confirmed cases, 238 deaths, 5,616 recoveries. While Sudan reported 10,992 confirmed pandemic cases, 693 deaths and 5,707 recoveries. Worldometer (2020) reported that on the 6th of August, global coronavirus disease confirmed cases had reached 18,979,846, with 711,277 deaths and 12,171,965 recoveries. Specifically, India recorded 1,964,536 confirmed cases, 40,739 deaths and 1,328,336 recoveries. United states of America reported 4,973,741 confirmed COVID-19 cases, 161,607 deaths and 2,540,880 recoveries. In Europe, Russia reported 866,627 confirmed cases, 14,490 deaths and 669,026 recoveries. United Kingdom had 307,184 confirmed cases, 46,364 deaths and without recoveries reported on this date. In Asia, China recorded 84,528 confirmed cases, 4,634 deaths and 79,057 recoveries. Nigeria had reported 44,890 confirmed cases, 927 deaths and 32,165 recoveries. Ethiopia had reported 20,336 confirmed cases, 356 deaths and 8,598 recoveries.

Ogbonna (2020) reported that the pandemic had reached about 196 countries. Saha and Dutta (2020) reported that COVID-19 was able to spread across the world due to its sudden onset, speed of worldwide transmission, mistakes in recognition and management and politically motivated neglect. African Centre for Strategic Studies (2020) stated that the first case of COVID-19 in Africa resulted from international contacts which included travel, trade, tourism and business. African countries with highest international contact such as Egypt, South Africa, Morocco and Nigeria were the worst hit at the early stage of the pandemic. COVID-19 transmission is quite easy through frequent contact among people. Densely populated cities in Africa such as Cairo, Addis Ababa, Lagos, Kinshasa and Johannesburg experienced speedy transmission and spread of COVID-19. Nantwi (2020) revealed that coronavirus disease 2019 spreads through contact with the contaminated surface, affected person's droplets when he or she coughs or sneezes into the air or the hand. The surfaces that can be contaminated include tables, doorknobs and handles, hands and phones. The unaffected person who comes into contact with these surfaces may be affected when he or she touches eye, mouth and nose. Shittu (2020) affirmed that some places in Africa recorded few cases just because the testing was not sufficient.

2.1.3 Diagnosis and Symptoms

Shittu, et al (2015) posited that diagnosis involves the use of certain techniques to identify diseases based on either the symptoms expressed or the specific causative agents such as viral, bacterial or fungal pathogens. Early diagnosis of COVID-19 is instrumental in combating its infection and spread. Molecular diagnostic techniques include amplification-based techniques, hybridization based techniques and antibody-based techniques. Molecular diagnostics of COVID-19 include Real time RT-PCR, next generation sequencing, loop mediated isothermal amplification, computed tomographical scan, antigen-antibody based methods, antibody detection tests, advanced/alternative approaches, rapid tests, biosensor, aptamer based nano-biosensor and paper based detection. The steps taken to detect SARS-CoV-2 include sample collection

(Nasopharyngeal or Oropharyngeal swab), total cellular RNA is extracted from the sample, isolated RNA is reversely transcribed to cDNA, the cDNA and other components are mixed, two major detection options (intercalating dye and hydrolysis based detection solution), the reaction mixture is placed into RT-PCR machine, the cycle is repeated over and over (and a standard RT-PCR is usually 35 cycles) and at the end of the 35th cycle, two possible results are whether the tested positive individual is positive or not.

Klokol, et al (2020) posited that diagnosis is associated with the assessment of fever, recorded temperature, radiographic evidence of pneumonia, low or normal white-cell count or low lymphocyte count, and no reduction in symptoms after antimicrobial treatment for three days. Travel history to the countries with victims of COVID-19 was later added to fit the epidemiological criteria of case definition. Chen et al (2020) highlighted symptoms of coronavirus 2019 to include fever, dry cough, runny nose, sore throat, shortness of breath, breathing difficulties, body aches and diarrhea. World Health Organisation, (2020) and Centre for Disease Control (CDC) (2020) reported that these symptoms may surface between two and fourteen days (virus incubation period) after contact with the virus. In addition, Chen et al (2020) identified the symptoms of SARS-CoV-2 to comprise mild flu symptoms, viral pneumonia, and so on. Some infected individuals may be asymptomatic.

2.2 Effects of COVID-19 Pandemic

The effects of COVID-19 range from physiological, psychological, sociopolitical, educational and economic.

2.2.1 Physiological Effects

Nwagu (2020) reported that among the physiological effects of COVID-19 is that the disease weakens immunity. In addition, negative emotions that come from the pandemic can result in certain physiological problems. For instance, Bhikha and Dockrat (2015) noted that emotions have strong impact on the nervous system which regulates many bodily functions. Emotions trigger the release of the steroidal response hormones, mainly cortisol from adrenal cortex. Ayad (2008) explained that have a huge suppressing effect on the immune system as they reduce the number of white blood cells, interfere with the production of lymphocytes, and suppress the production of some immune system regulators, hyperglycemia. Ibrahim (2020) reported that excess cortisol damages brain by destroying neuro-connectors or dendrites. The effect is that an individual becomes more susceptible to the development and progress of the malignant growths and more vulnerable to infections by pathogenic micro-organisms, cellular malfunctions and tumors. Anxieties which are the products of the pandemic can result in constant stimulation of sympathetic nervous system which leads to permanent increase in blood sugar level (BSL), increase of breakdown and mobilization of stored fat, coronary heart problems, decline in the activity of digestive tract, to name but a few. In addition, COVID-19 claims lives. The fact that people have time to rest, engage in physical exercise in their homes, time to eat food at the right

time instead of delaying meal during their hectic schedule on the working days before the lockdown, have health benefits as the organs function properly.

2.2.2 Psychological Effects

Saha and Dutta (2020) found that the psychological effects of COVID-19 are both positive and negative. The negative aspects include depressive mood, distress, uncertainty about future life events, and lack of autonomy to move out during lockdown. Depressive mood was associated with excessive thinking about the present situation that threatens the global community, absence of motivation to do important assignments, refusal to watch or listen to the news which would air the new cases and new deaths from the pandemic, and annoying experiences with kids and other members of the family. Distress was associated with reduction of salary of some workers, loss of employment, increase in the death toll due to pandemic, and many more. The researcher explained that restriction of movement has resulted in hurtful emotions for many people as they cannot visit the places of their choice, meet people of their choice and live the way they like. More on this, the researcher thinks that the anxiety about the future with uncertain direction may be based on the thought that coronavirus disease can be contracted by anyone in the society.

Saha and Dutta (2020) reported that positive consequences of COVID-19 include spending good time with family members during the lockdown, sharing of fruitful ideas among family members, joy derived from family togetherness, time to enjoy hobbies, peace-enhancing communication with the family members, time to conduct research, awareness that good people (such as doctors who save lives, donors of funds and distributors of palliatives to cushion the effects of the pandemic) still live in this world. In addition to the above submission, people improve their hygienic life as they prevent the spread of the pandemic, enlighten others about the disease, having time to study changes in the personalities of each member of the family and making corrections of the weaknesses and commendation on the strengths, and so on.

2.2.3 Social and Political Effects

COVID-19 pandemic creates changes in the social environment across the globe. Mosques, churches and other centres of worship are closed in response to social/ sociophysical distancing order which is against large gathering, and close and physical contact. Social activities such as wedding, naming ceremony, partying and clubbing, apprenticeship graduation ceremony, funeral gathering, pilgrimage, national and international trips for medical, educational, political, business and other purposes, have been banned, restricted or postponed. Nantwi (2020) observed that celebration of festivals has also been affected. Families and friends who live far away from one another interacted online and through the use of phones offline, during the lockdown. Many people

might have spent more time on the internet especially on the social media because their free time had extended. Parents who had been struggling to limit the movement of their adolescent children achieved their aim. The culture of dress now includes the use of nose cover to contain the spread of coronavirus pandemic. Although, many people still refuse to adhere to the rules and regulations set to contain the spread of the disease as they refuse to wear nose covers, face shields, observe social distancing, use hand sanitizers, isolate themselves when they experience the symptoms of COVID-19, report to the concerned agencies, and so on.

In socio-linguistic dimension, the concepts and expressions like new normal, COVID-19, coronavirus, lockdown, COVID-19 is real, stay home, stay safe, and many more gain frequent use in the daily communication of members of the society. The concept 'new normal' is to equip people with ability to adapt to changes sparked by the pandemic, without entertaining needless fears and worries. The network providers, banks, government organizations, and so on, participate in the campaign against further spread of the virus, through television programmes, social media messages, radio programmes, phone text messages, the list goes on. The pandemic has reduced the population of the world as many people have died, and their demise has several effects on their families, friends, employees, employers and others. According to Wikipedia (2020), the notable individuals who died from COVID-19 include Aritana Yawalapiti who was indigenous rights activist and died in Brazil, Sunnam Rajaiah, member of Andhra Pradesh Legislative Assembly (1999- 2009 and since 2017), died in India, Dani Anwar, Senator (2009-2014), died in Indonesia, Liang Wudong, Doctor of otorhinolaryngology, and Hadi Khosroshahi, Iranian Ambassador to the Vatican (1981 – 1986) died in Iran. In Nigeria, Onyeji and Kabir (2020) reported that Abba Kyari, Chief of Staff to the President of Federal Republic of Nigeria, died on April 17, 2020 at the age of 69. Abiola Ajimobi, Oyo State Governor, died on June 25, 2020, at the age of 70. On July 2, Wahab Adegbenro, Ondo State commissioner of health died of COVID-19. Bayo Osinowo, a senator who was representing Lagos East Senatorial District, died on June 15 at 64. Ogbonna (2020) opined that prostitution, divorce, theft, delinquency and armed robbery are among the social effects of COVID-19.

Political leaders now hold virtual meeting or physical meeting with social distancing order. In their meeting, COVID-19 and the related issues have become among the most central issues discussed. Yu (2020) reported that some political leaders in China were dismissed because of their incompetence in handling the spread of the virus. Ibrahim (2020) reported in Nigeria, petitions are being written against the officials assigned to distribute the palliatives among the needy citizens. Burns (2020) opined that US President Donald Trump is being rated low by Americans due to his misleading behavior to the citizens and this may make him lose re-election in November, 2020. Agencies (2020) submitted that Iran had witnessed the death of many of its political leaders. Ogbonna (2020) observed that COVID-19 has made the governments not to attend regular international summits and conferences, not to hold meetings with cabinet in a face-to-face manner, face challenges of feeding the governed masses through palliatives under the lockdown. Governments' responsibilities and responsiveness were also tested during the pandemic. More on

this, governments' agencies are put to work in attempt to curb the spread of COVID-19. For example, in Nigeria, National Centre for Disease Control (NCDC) is in charge of COVID-19 with responsibilities of identifying, testing, managing and treating the individuals that contract COVID-19. Xinhua (2020) stated that World Health Organisation reported on 8th April, 2020, that more than 22000 healthcare workers across 52 nations and regions had contracted COVID-19. Health workers encounter risks such as pathogen exposure, mental distress, fatigue, long working hours and occupational burnout. Some health workers lost their lives as a result of cardiac arrest caused by exhaustion.

2.2.4 Educational Effects:

World Bank (2020) stated that COVID-19 pandemic has adversely affected education through the closure of schools at basic, post-basic and tertiary levels. United Nations Educational Scientific Cultural Organisation (UNESCO) (2020) affirmed about 1.725 billion students are affected by the closure of learning institutions across the globe amid the COVID-19 outbreak. UNICEF (2020) estimated that 134 countries had closed schools nationwide to contain the spread of the pandemic. As of 28th April, 2020, UNESCO (2020) commented that school closure had affected negatively 1.3 billion learners and widened further learning inequalities among the learners. Pan African Policy Paper (2020) reported that on 23rd March, 2020, Cambridge International Examination announced the cancellation of Cambridge IGCSE, O Level, A Level, Diploma and Pre-University examination. The International Baccalaureate Organisation (IBO) cancelled the examination for its Diploma and career based programmes, and this decision affected over 200,000 students worldwide. Nigeria and other countries of Africa closed schools due to COVID-19. This step taken as a measure to contain the wider spread of the pandemic affected 262.5 million learners who are 21.5 per cent of the total population in Africa. This retards academic progress of the learners. The children who had access to the school meal had been denied the access due to the pandemic. Hodges, Moore, Lockee, Trust and Bond (2020) observed that educational activities have shifted to remote teaching and learning. Nantwi (2020) asserted that remote learning has many challenges. In villages and peri-urban areas, some parents lack money to purchase browsing phones and internet data, and even lack knowledge of how to operate the phones to assist their children participate in online learning. In many rural areas of Africa, electricity is unavailable. To add to Nantwi's report, many parents cannot afford to purchase generators to substitute for electricity. Ghana National Council of Private Schools (GNACOPS) reported that over 94,000 private school teachers lost their job due to the pandemic, as at, 2020. In addition to this, experience reveals that private school teachers and proprietors are still having financially difficult challenges because their source has been blocked by the COVID-19 pandemic, one of the worst attacks on human race. On the positive side, many literate parents may have created time to assist their children in learning during the lockdown. Many children may have been exposed to the use of internet for learning purpose and improve their computer literacy which is one of the most needed skills in the world today. Many children may have more time to learn about

their culture from their parents and other older members of the family taking advantage of the lockdown or restricted outing caused by coronavirus pandemic.

2.2.5 Economic effects:

Ogbonna (2020) noted that the coronavirus pandemic led to global economic misfortune in which productivity index declines to about 45 per cent. The lockdown, as a measure to contain the spread of COVID-19, led to seriously poor economic experiences as economic transactions were halted. Ekeruche (2020) stated that the lockdown and other limiting measures have adversely affected the oil which has hit the lowest price level in 17 years falling from \$59 to \$28 resulting from low demand. Rolake (2020) noted that the miserable reduction in the price of oil has made Nigerian government lower its expenditure and mount pressure on the foreign exchange. Ogbonna (2020) noted that the countries, like Nigeria, which depend largely on the commodities imported from China had shortage of commodities as China shut most of its exporting factories during COVID-19. This also resulted in hike in price of the remaining stock. As attempt to cushion the adverse economic effects of COVID-19 on the citizens, Central Bank of Nigeria (CBN) (2020) reduced interest rate on intervention fund from 9 per cent to five per cent, created N50 billion credit for the household and small and medium scale enterprises and the provision of N100 billion credit facility to revive the falling economy. Nnantwi (2020) noted that the impact of COVID-19 on the workforce includes death of many members of skilled workforce.

United Nations Development Programmes (UNDP) (2020) reported that World Bank projected US\$110 billion decline in remittance in 2020 and this might imply that 800 million people would lose financial capacity to meet their basic needs. United Nations Secretary-General Antonio Guterres launched US\$2 billion global humanitarian response plan in the most vulnerable. Developing countries could suffer the loss of income worth US\$220 billion, and United Nations Conference has called for US\$2.5 trillion to support them In Nigeria, Ogbonna (2020) noted that many individuals and organizations donated funds and materials to the Federal Government of Nigeria.

2.3 Preventive Measures

Shittu (2020) clarified that World Health Organisation (WHO), Centre for Disease Control and Prevention (CDC) and other governmental agencies recommend preventive measures such as avoiding crowded places, washing hands with soap and water often and at least for 20 seconds, practising adequate respiratory hygiene, not touching mouth, nose or eyes with unwashed hands, using nose cover or face shield, covering mouth and nose with arm while coughing and sneezing, and isolation of the infected person to avoid further spread. The best step to take to curb further spread of the virus is to prevent it because there is no definite cure or treatment yet. All countries are still striving very hard to discover the cure. Therefore, the researcher's comment here is that COVID-19 is still heavier than the scale of the intellectual world of humanity.

2.3.1 Enhancing Positive Life during and after COVID-19 Pandemic: A Multidisciplinary Approach

Positive life here means thoughts, feelings, actions and general life experiences that are good for human well being against the negative effects of COVID-19 pandemic which are physiological, psychological, social, political, economic and educational. In order to rise above the most crucial among these challenges or problems, certain suggestions will be made. The suggestions are through fields of study which are Philosophy, Counselling Psychology, Humanities and Education.

2.3.2 Philosophy and COVID-19

Akinsanya (2015) described philosophy as a field of study that involves critical thinking to solve problems and understand life. Looking at this definition, it can be argued that philosophy is relevant in enhancing positive life during and after COVID-19, even though the individuals are not sure of the time the pandemic will be conquered by the world. Babarinde (2012) stated that critical thinking is careful thinking that is based on rational or empirical evidences. It also involves being skeptical when there is no conclusive evidence. Individuals, groups and governments of the world should continue to engage themselves in critical reasoning to find solutions to COVID-19 and its adverse consequences. Akinpelu (1990) described pragmatism as a philosophy that advocates science and technology as well as its beneficial effects. The implication of this philosophical school is that the world should continue to embark on science and technology projects towards solving the problems of the pandemic. Governments should be kind enough to release sufficient funds for the relevant researches. In addition, philosophy of a nation means aspirations and values of a nation. For instance, Federal Republic of Nigeria (FRN) (2013) stated that philosophy of Nigeria includes unity, harmony, democracy, sovereignty, freedom, equality, justice, peace and understanding. One of the implications of this national philosophy is that political leaders should treat all citizens equally with justice by facilitating economic prosperity for the entire nation through elimination of corruption and injustice. If this had been the reality in nations of the world like Nigeria, the COVID-19 adverse economic effects on the masses might have been lighter. Existentialism, as another school of philosophy, involves choice and responsibilities for the consequences of the choice made. Governments, groups and individuals who choose continuity of life should take appropriate steps to stay alive and well. They should comply with preventive measures, and government should provide the prevention materials such as hand sanitizers, nose covers, to the poor citizens. Also, if their choice is to rise above psychological problems of COVID-19 which include depression, distress and lack of freedom during the lockdown, government should encourage the individuals to stay positive that the current challenges will be over. Individuals should also encourage one another for positivity to remain happy. They should choose to curb present and future economic problems by avoiding corruption, injustice, over-reliance on the products of other nations as industries are created, and so on. Doing these may strengthen economy.

2.3.3 Counselling Psychology and COVID-19

Psychology is the scientific study of behavior, and one of its branches is counselling psychology or counselling or guidance and counselling. Bolu-Steve and Adeboye (2016) defined counselling as a face-to-face service between a professional called counsellor and a client in order to solve the problem of the client. The argument here is that COVID-19 is now a global problem and has many consequent problems that require solutions from counsellors. However, it is apparent that the virus itself cannot be cured at present, but counsellors can still offer their priceless services to help the world. Counsellors should organize enlightenment programme about COVID-19 and certain measures to take to stay alive, safe and well. The enlightenment programme may include topics like the nature of COVID-19, symptoms, causes, prevention, and solutions to psychological problems that result from the pandemic, post-COVID life, and so on. The counsellor should make the class interactive to entertain questions from different individuals. The enlightenment programme could be either virtual or physical. During the programme, counsellors can apply counselling techniques such as paraphrasing, clarification, interview and appraisal. Counsellors can also teach the attendees to employ self-control and Desist Strategy to be applied against the children to remain safe. Desist Strategy means discouraging wrong behaviours. Counsellors should encourage positivity among the people and ask them to be safe and alive to witness, promote and enjoy post-COVID-19 amazing experiences. Counsellors should encourage individuals to engage in small scale businesses which may include sale of COVID-19 protection materials, and other demanded commodities. Individuals should be creative and put their intellectual, human and material resources to the best use. Counsellors should also send messages through possible media to the governments to guide and encourage the latter to pursue socio-economic and educational developments of their respective nations.

2.3.4 Humanities and COVID-19

Disciplines of humanities such as religious studies, history, literature, language studies, anthropology, law and politics (Stanford University, 2016) are rich to enhance positive life amid and beyond COVID-19 pandemic. Religions such as Islam, Christianity and Buddhism encourage welfare of humanity. Islam permits its adherents to wash their hands during ablution before prayer. This is hygienic and may prevent COVID-19. The religion also rules that its practitioners known as Muslims should give alms to the needy in the society. This can be in form of palliatives to the poor members of the society during the harshness of COVID-19 pandemic. This act of financial and humanitarian generosity is economically relevant. Joshanloo (2014) clarified that Buddhism considers human happiness as the most important and happiness can be attained by bringing our wants to zero. Looking at this statement, buddhisim can be both psychologically and politically relevant during and after COVID-19. Psychological relevance of this religious culture is that it encourages human happiness. Its political contribution is its emphasis on bringing our wants to zero. Bringing our wants to zero may still indirectly imply that our wants should be reduced or only necessities should be pursued in life. If the greedy political leaders of the world (who cause

miseries in the economy vulnerable to the effects of COVID-19) follow this interpretation of Buddhist thought, may become saintly leaders who promote happiness of the masses by eliminating corruption and their greed. Evidence from literatures indicate that history, language studies, literature and other subjects of humanities have intellectual and moral implications that are instrumental in enhancing positive life during and after COVID-19.

2.3.4 Education and COVID-19

The disciplines and areas of education include Philosophy of Education, Guidance and Counselling in Education, Educational Psychology, Educational Research Methods, History of Education, Computer Education, Language Education, Religious Education, Educational Administration and Planning, Primary Education, Economics Education, Vocational and Technical Education, Health Education, Adult Education, Educational Management, Teacher Education, Sociology of Education, Curriculum and Instruction, Educational Technology, and others. All these disciplines have point of convergence in analyzing the meaning and values of education. They all agree that education involves knowledge acquisition, skills acquisition and character development for solving certain problems of individuals and the society. They also agree that education is for development of individuals and the society. Education as a tool for solving problems of the society, is therefore expected to perform its function by conquering the global *health-illness-death* war known as COVID-19 and its resultant problems. All the experts and stakeholders in different disciplines and areas of education should be at their best in resolving these global conflicts using their intellectual, social, spiritual, moral, physical and other resources. The disciplines and areas of education listed above are rich with problem-solving ideas in different ways. Their ideas deal with teaching and learning as well as what to be taught and learnt that their educational thoughts focus on. For instance, Health Education deals with teaching and learning methods in health issues and it also deals with health itself. They are to promote positive life amid and after the pandemic. Further, the policy, practice, process and products of educational system are to enhance positive life during and after COVID-19. Educational systems are to be relevant to the needs of the society. FRN (2013) stated that education will be related to the overall community needs. At present, one of the needs of global community is conquest over COVID-19 and its adverse effects. Government and other stakeholders in education should do their best to tackle the challenges facing the world which include unequal access to online education.

2.4 COVID-19 as a Multidimensional Nonhuman Teacher to the Human Race

Teacher is a person, event, object, experience, misery, animal or even pandemic such as COVID-19 which facilitates learning of a particular type. Teacher can be anybody or anything. Frankenna, cited in Akinpelu (1984), affirmed that teacher can be self or others. The researcher, in this study, classifies teachers into two. They are human teachers and nonhuman teachers. COVID-19 is a nonhuman teacher. For its teaching to the human race is multidimensional, it is described as a multidimensional nonhuman teacher to the human race. Human race means the

entire humanity in the world, the good among them and the bad, the white and the black, the wise and the stupid, and the COVID-19 infected and the uninfected. There are several questions concerning the pandemic that many people or all people are yet to answer with certainty. The questions include: What is the solution to COVID-19? What are the lies surrounding COVID-19? When will COVID-19 be over? What does future hold for the humanity? Another dimension of its teaching is that changes can occur in the natural and man-made scheme of the world, whether those changes are anticipated or not. COVID-19 has caused a lot of changes in the ways humans dress, greet one another, in humans' economic activities, sociopolitical traditions, and so on. COVID-19 also teaches the human world that miseries and death can force equality upon all humans irrespective of their varying characteristics and identities. This instructive but destructive teacher also teaches the world that no matter how bad a situation is, there will still be some advantages as presented earlier on.

For example, the lockdown allows family members to strengthen their love more. The pandemic also enlightens the humans that there is no truly super power in the world which is invulnerable to all misfortunes of life. COVID-19 also teaches that if some are affected in the world, the whole world may still be affected. That is, some people died and others just got infected but almost everyone in the whole world is in panic. However, it also teaches that there will usually be those people who will not believe in the news until the news becomes personal experience to them. It also exposes the world to the fact that the chain of cause and effect is very long, as certain effect leads to another, until the world witnesses physiological, psychological, economic, social, political and educational effects of COVID-19. The infection also informs the humans that when there is no solution to a problem, prevention is the best and smartest measure to take. The pandemic teaches that past wickedness can later catch up with the wicked as the political leaders who failed to set their nations on the sound footing got affected and even died in the absence of quality healthcare services which they failed to promote in their nations. Coronavirus disease 2019 teaches the world that if there is a problem there will always be attempts to overcome the problem from different stakeholders and among them are researchers who apply their intellectual wealth to make suggestions for enhancing positive life during and after COVID-19 through multidisciplinary problem-solving approaches.

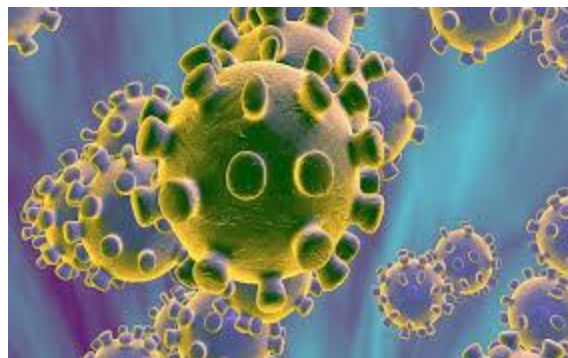


Figure 2: Coronavirus (nairametrics.com)

3. Conclusion and recommendation

The study explored the lessons from Coronavirus disease (COVID-19) as a multidimensional teacher to the human race and proffer possible solutions to the problems of the pandemic from perspective of multidisciplinary approach which encompasses philosophy, counselling, humanities and education. Based on the findings the study concluded that human race applies these possible solutions for the positive life during and after COVID-19 to facilitate multidimensional developments.

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