



Unbalanced Tradition Ahead of Higher Education System in Event of the Next Global COVID-19 Pandemic.

Joseph O. Esin

Professor, University of Calabar, Nigeria

Lead Professor, CIS/Cybersecurity

Jarvis Christian College, Hawkins, Texas USA

1. Prelude

Time and again, aggressive, and venomous viruses such as 2020 COVID-19 pandemic suddenly emerge killing millions and pushing the world back several years. Yet, the world community is always caught unprepared as if the previous pandemic or a one similar to the previous was never to re-occur. As the saying goes, knowledge is power, and we learn from the past in order not to repeat and make the mistakes that landed us in the difficulties of today. Such lessons are clearly embedded in academic and health disciplines, study, research to find preventive and mitigative solutions to these challenges. Unfortunately, societies and communities never enroll and even come close to graduating students from any institution in preparation to battle the past, present, and future looming threats of pandemic attacks. The 2020 COVID-19 pandemic is not a legend or myth; it is a deadly pandemic and a ruinous virus with the ability of changing lethargic components, mutating and facilitating the transfer of deadly venom to all people from the youngest to the elderly citizens with precipitous speed. In our generation, the riposte of September 11, 2001, twenty-seven (27) days after terrorists crashed airliners into the Twin Towers, the Pentagon and a field in Pennsylvania, President George W. Bush signed an executive order on October 8, 2001 to establish the Department of Homeland Security, paving the way for the biggest reorganization of the federal government since the years immediately after World War II in 1944, when Congress established the Defense Department, the Central Intelligence Agency (CIA) and the National Security Council (Bradbury-Jones & Isham, 2020). A year later, the Department of Homeland Security was created, absorbing twenty-two (22) agencies and organizations, and becoming the

third-largest federal bureaucracy in the United States (Andreas, Kuckertz, Anja, Carlos, Reyes, Alicia, Elisabeth & Berger, 2020). Across the government, national budgets were increased for counterterrorism operations. Congress enacted laws granting powerful investigative authorities to law enforcement units.

Unfortunately, the intelligence and security departments and units that were created did not foresee the advent of the Coronavirus Pandemic (COVID-19) which has unleashed the most devastating attacks on humanity more than any other tragedies the world has experienced. The stealthy advent of the 2020 COVID-19 pandemic presents a rinsing aura of virulent diseases that is presently ripping the global community and spearheading the expansion of healthcare professionals' hours of operations. However, these healthcare and medical professionals are constantly put at risk of attending to patients infected with the deadly virus. This irritated newly arrived pandemic is engrained with unintended, negative consequences, mental anguish, physical and psychological health risks, isolation, and loneliness and closures of the educational systems.

Amid the COVID-19 pandemic, the unchallenged and all-inclusive concern is the permanent closures of all levels of schools from grade schools to high schools, colleges, universities, and comprehensive learning centers where educational endeavors are obstructed totally halted across the globe. The education systems from kindergarten, grade schools, middle schools, high schools, colleges, and universities are the enduring and unmatched conduit to acquire personal and professional skills, knowledge, backgrounds and expertise to defend and protect the current, future and unborn generations in the next event of an abrupt emergence of COVID-19 pandemic-like invasion. President John F. Kennedy once asserted that "think of what you can do for your country not what your country can do for you," making it incumbent and morally obligatory for humanity to be proactive in serving each other and always thinking about what to do to make the

world a better place to live and work. Today, as the 2020 COVID-19 pandemic is drumming each nation's doorbell, world leaders are charged with aphoristic questions of *what can you do for your country?*

- i. Countries are functional components of the global community, and amid the sudden outbreak of 2020 COVID-19 pandemic, states and national borders are closed, local and international flights indecisively halted, entire educational systems shutdown, and the global economy put on the brink of extinction.
- ii. In nine cases out of ten, most students enrolled in institutions of learning depend on the institutions' computer resource centers for the completion of individual and group assignments, research projects, and studies. But most of these institutions of higher education and public libraries are permanently shut down with students quarantined at home, forcing most schools, colleges, and universities to resort to online cybernetic operations. Only one or two students out of approximately thirty-five (35) enrolled learners do not have computers at home and are unable to complete class assignments on a scheduled date and timeline.
- iii. The rebuilding of educational systems in the event of the next COVID-19 must involve federal and state government, private, and public education administrators' fundamental approach to increase the annual education budgets, tuition upsurge, and mandatory procurement of laptop and desktop computers for all students from grade schools through post-graduate studies to support the advancement of student learning endeavors.
- iv. In the process, professors, educators and higher education administrators must be transparent with educational stakeholders like parents, relatives, caretakers, and

guardians by acknowledging that the abrupt outbreak of COVID-19 pandemic has influenced the scope of face-to-face instructional and learning undertakings; hence, mandatory purchase and distribution of important learning tools such as laptops and desktop computers will ease the burden of continuous learning and education that has been interrupted by the sudden advent of this pandemic. Unfortunately, this change in educational paradigm shift will inevitably lead to substantial increase in education tuition in the event of the next COVID-19-pademic.

The current global outbreak of the 2020 COVID-19 pandemic is exerting an unbiased control and pressures on the growth and advancement in instructional and learning endeavors on entire global education settings. The pandemic outbreak has introduced *social-distances* and encouraged the outsourcing of instruction and learning process from physical classroom contact hours to the virtual online environment. It is worth nothing that the world-class and capital-intensive colleges and universities never entertained a likelihood and readiness for a corrosive and sweeping epidemic like the current 2020 pandemic that is ripping and tearing the global community into unprecedented shreds and pieces.

The current sudden pandemic is similar to the 9-11 terrorist attacks which led to the urgent creation of the Department of Homeland Security, which absorbed twenty-two (22) agencies, and an immediate increase in national budgets for counterterrorism operations. But unlike the 9-11 fallout, today, there is no evidence of a borderline comprehensive plan to mitigate the risk of the global lockout of the educational ecosystem in the event of the next COVID-19. The World Health Organization (WHO) and the United States National Center for Disease Control (CDC) are exploring avenues for the prolongation of lives. Unfortunately, the USA leadership has already initiated a move to take the USA from collaboration with the World

Health Organization under the pretext that the WHO failed in its approach to the COVID-19 Pandemic which has presently taken over 574,000 lives world wide and 135,000 lives in the USA and going.

Today, zero global and national organizations are reviewing a single demographic factor to implement a fundamental increase in the state and national budget to empower academic professors, instructors, educators, and higher education administrators' ability to function effectively in the event of the next COVID-19 pandemic. Social-distancing and self-quarantine have turned out to be a norm and reality in higher education system and will continue for years, affecting the impulsive shift in global educational system, and making instruction and the learning process an overwhelming, challenging, and disheartening undertaking both for professors, educators and students alike.

Education as Ultimate Authority in the event of the Next COVID-19 Pandemic

According to Esin (2013), "Education is a civilization of hope, the origin of a balanced vision, unmatched promise, confidence in natural reliquary that is free for global citizens." What the federal, states and the global communities need is the same aggressive and uncompromising approach which led to the creation of the Department of Homeland Security as the third-largest federal bureaucracy in the United States government, alongside with fundamental increase in national budgets for counterterrorism operations. Future global leaders of the free world will be deprived of the civilization of hope and balanced vision by permanent closures of grade schools, high schools, colleges, universities, comprehensive schools and stymied across the globe. Education is the unmatched promised land for peaceable, diplomatic, and amiable living conducive to producing physicians, allied healthcare professionals, professors, instructors, educators, and career professionals in all dimensions of the global work force. Offensive,

defensive, and much aggressive measures which led to the creation of the Department of Homeland Security with the third-largest federal budget in the history of the United States should be adopted and implemented in the combat against this COVID-19 Pandemic through education. An aggressive upsurge in the federal, states, and local education budgets is imperative in the event of the next COVID-19 pandemic because of the centrality of education in this battle.

1. Education is a natural and endless nucleus of human existence; without education, human professions, occupations, skills and intellectual growth and advancement, modern innovative technologies, and the developing and industrialized world economy will surely expire. Insensitively, federal and state governments across the globe have for decades and persistently downplayed the importance of the education system by spending less money on education process. Professors, educators, instructors and most educational professionals and public servants are among the least paid in the world. States, national and legislative members of the government are obstinately unconvinced to increase annual education budgets and salary upsurge for professors, instructors, and educators who remain among the least paid globally.
2. Education is an unbroken tradition and a sitting life-wire in all continents, landforms, islands, and landmasses of the world. Education is the genesis of human animation; it never expires, and never runs out of business. It provides essential steps toward career, ethics and moral development, and self-disciplinary principles that are much needed to battle current and future outbreaks of global epidemics and man-made disasters in all dimensions.
3. Education is an open-ended, enduring, flexible operation absorbing professors, instructors, educators, and students across the globe, who constitute a remarkable and the

largest world population that is in despairing need of local, states, and national budget increases to restore and upgrade the global education systems.

4. Education is the ultimate authority needed to battle thoughtless enemies such as epidemics that are mixed with unintended, negative consequences, analogous stresses, mental anguish, physical and psychological health risks, isolation, loneliness which aim to shutdown schools, colleges, universities, businesses, creating economic vulnerability and job losses.

Amid the COVID-19 pandemic, one of the most unchallenged and protuberant threats were healthcare operatives, instructional and learning processes that were paralyzed by the world pandemic shattering episode. The abrupt and unprecipitated emergence of the pandemic has placed academic faculties, instructors and educators in a predicament and swift exposure to digitally online settings with limited measuring tools and ability to measure student academic performance, course, and student learning outcomes, and sustainable meaningful instructional and learning ecosystem. Per Trehearn (2018), Esin (2020), and Gibson (2020), the unexpected instructional and learning endeavors are engrained with lopsided one-directional activities, and students with limited or no background in online education are often behind in measurable information such as digital architecture outcome-based content, pedagogical preparedness, integration using hybrid model for online instruction. Monitoring digital performance and student learning assessments will continue to lag behind in the event of the next pandemic. Our private and public transmission and communication systems are unrestricted and with no boundaries; the integration of mobile technology and electronic communication has increased, but the higher education budgets have not. Amid 2020 COVID-19 pandemic, the options or possibility of students at all levels of education going back to campus is uncertain and open to

intensive negotiation and planning. Across the globe, higher education budgets are forever neglected and swept under the carpet. Equity in cybersecurity education must be organized to provide step-by-step approach, to empower professors, instructors, and learners on the swiftly growing threat on innocent citizens (Esin, 2018).

Conclusion: Homecoming in the event of the next COVID-19 Pandemic

All countries on earth are functional components of the global community. Amid the sudden outbreak of the 2020 COVID-19 pandemic, states and national borders are closed, local and international flights are unconditionally halted, entire educational systems shutdown and the global economy is on the brink of extinction due to lack of understanding of the importance of homecoming; where most leaders, legislators, and affluence citizens carefully refuse to acknowledge the aphorism that home is forever a balanced, sturdy, and permanent household. Today, a better horizon for all citizens emanate from coming home, especially when we engage in a mounting support through peaceful home-based town hall sessions, collaborative alliances with state and federal legislators to step forward in the creation of the National Pandemic Education Budget (NPEB) in the national headquarters with branches in state capitals. Unquestionably, the creation and establishment of NPEB will produce eternal, considerable, positive, and rewarding affirmation to conquer and subdue the next COVID-19 pandemics. Any investments outside of the home-country, states, and the individual will repeatedly remain the worst and life-time liability.

African leaders, legislators, and citizens with affluence and financially stable opportunities, who are confronted with indefinite lockdowns, must avoid the worst life-time liability by supporting global, national, and state NPEB. The culture of NPEB will be a well-structured algorithm to restore hope, confidence and measures allowing professors, instructors,

educators, and enrolled learners the opportunity to be equipped with instructional and learning armory to undertake instruction and learning endeavors as an enduring opportunity. In so doing, they will position themselves as saviors of the world, humanitarians who, at the same time, lead in the increase of academic and scientific knowledge as they equally prepare for the advent of new pandemics. They may not have the cures and the prevention to the next pandemic, but they will at least have the know-how and expertise to tackle, and possibly contain it before it spreads all over the world like the 2020 COVID-19 has done.

REFERENCES

- Andreas, Kuckertz Leif, Brändle, Anja Gaudig Sebastian, Hinderer, Carlos, Arturo, Morales Reyes, Alicia, Prochotta Kathrin, Steinbrink, Elisabeth, Berger, S.C. (2020). "Startups in times of crisis – A rapid response to the COVID-19 pandemic." *Journal of Business Venturing Insights*, Volume 13, June 2020, Vol. 00169.
- Bradbury-Jones, Caroline, 2020 Isham, Louise. (2020). "The pandemic paradox: The consequences of COVID-19 on domestic violence." *Journal of Clinical Nursing, International Voice of Clinical Research: Theory and Practice*". Volume 129, Issue 13- 14 (2047-2049).
- Esin, Joseph O. (2020) "TIME AHEAD OF 2020 COVID-19 Pandemic: Outgrowth of Cloud Encryption Algorithm on Biometric Authentication analysis". (2020). Washington Center for Cybersecurity Research and Development. <https://www.washingtoncybercenter.com/publications-projects/Blog-June-2020>.
- Esin, Joseph O. (2013). *Global education reform*. Bloomington, IN: I-universe.
- Esin, Joseph O (2017) "Escalating Outcome of Cyber-Attacks on Healthcare Organizations".
Washington Center for Cybersecurity Research and
Development.
<https://www.washingtoncybercenter.com/publications-projects>
- Esin, Joseph O. (2019) "Imminent -Threats of Cloud Computing Technology in Healthcare Operation." *Journal of Educational Research and Technology*, 7(7), 29-38. <https://www.thejert.com.issues>.
- Gibson, Michael C. (2020). "Fallen Coronavirus: Heroes: Health Care Professionals Are Under No Ethical Obligation to Treat COVID-19 Patients." *Journal of Medical Ethics (JME)* Volume 129, issue 3 (399-410).
- Naja, Farah & Hamadeh, Rena (2020). "Nutrition amid the COVID-19 pandemic: a multi-level framework for action". *European Journal of Clinical Nutrition*, Vol. 10, S-41430.
- Trehearn, C. (2018) "The Importance of Education in Our Society."
Education News & Information Age Resources.