

**IMPACT OF COVID-19 ON THE SOCIO-ECONOMIC WELLBEING ON
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF
EDO STATE**

BY

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**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JANUARY, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned hereby certify that this Research Report was conducted by Amaechi Victor Chukwudum with Mat number EDU1703228 of the Department of Educational Management. It is adequate in scope and quality for the partial

fulfillment of the requirements of the award of Bachelor of Science (B.Ed.) Degree
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DEDICATION

This study is dedicated to the Almighty God for his divine mercy, love, wisdom,
understanding, strength and provision.

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ABSTRACT

This study investigates the impact covid-19 on the socio-economic wellbeing on secondary schools in Egor local government area of Edo State. Four (4) research questions were raised to guide the study.

The study adopted descriptive survey research design for the study and the major instruments used for data collection was the questionnaire. The questionnaire was validated and the reliability was determined through test-retest method. The sample size for this study is three hundred and seventy eight (378) respondents within the area of the study. Which represent ten percent (10%) of three thousand and seven hundred and eighty (3780) students from government senior secondary school selected using a simple random sampling technique

Based on the findings made, it was revealed that many learners had substantial issues with a reliable Internet connection and access to digital devices, students could not connect to online classes due to power failure, academically competent learners from economically disadvantaged background were unable to access and afford online learning and lack of parental guidance, especially for young learners. It was also revealed that why learning from home, they are easily distracted, and can easily sleep off why learning at home. It was also recommended that the government should give a periodic in-service training to teachers in senior secondary schools on the different ICT strategies that will serve learners in urban and rural areas in the online teaching and learning process. It was further recommended that school administrators should devise means of motivating teachers and students towards proper using different procedures of making e-learning attractive to secondary school students from developing countries and

further boosting teachers and students' knowledge of e-learning in the teaching and learning process either online or the conventional classroom learning.

CHAPTER ONE
INTRODUCTON

Background to the Study

The coronavirus (COVID-19) pandemic has no doubt had negative toll on the human race, with huge socio-economic impact on manufacturing, supply chains, services, business such as tourism and travel as well as significant drop in global socio-economic security (Mogaji, 2020). In late December, 2019, a new variant of virus called coronavirus out break started from Wuhan, Hubei Province of China as an epidemic Covid19 presents with non-specific clinical manifestations caused by SARS-CoV-2(severe acute respiratory syndrome Coronavirus-2). Corona-viruses are a group of enveloped viruses with non-segmented, single stranded and positive-sense RNA genomes. SARS-CoV-2 belongs to the beta subgroup of Corona-viruses and has 70% in the genome to SARS-CoV (Obiakor & Adeniran, 2020).

Covid-19 virus spreads mainly through respiratory droplets of infected persons during speaking, sneezing or coughing. This transmission can occur directly by contact with an infected person, indirectly by contact with surfaces contaminated by droplet from COVID19 positive patients or other less authentic routes such as faeces (Bogoch, Watts, Thomas-Bachli, Huber, Kraemer & Khan, 2020).

The COVID- 19 has since spread beyond China constituting a huge global emergency and concern (Holshue, DeBolt, Lindquist, Loy, Wiesman, Bruce, 2020). On 30th January, 2020, the World Health Organization (WHO) declared the outbreak a Public Health Emergency of International Concern (PHEIC) (Sohrabi, Alsafi , O'Neill, Khan, Kerwan & Al-Jabir, 2019). By March 11, 2020, the infection has spread across several countries of the world causing the WHO to again declare it a pandemic (Buck,

Arnold, Chazan & Cookson, 2020). The COVID-19 outbreak has since spread to over 200 countries and territories in every continent and one international conveyance across the globe. While there are ongoing efforts to curtail the spread of infection which is almost entirely driven by human-to-human transmission, at 21st April, 2020, over 2.5 million persons have been infected globally with about 177,000 deaths recorded.13-16 Nigeria recorded its index COVID-19 case on the 27th of February, 2020, and by 21st April, 2020, the number of confirmed cases has risen to 782 with 25 death (NCDC,2020).

In Nigeria, there has been confirmed cases of COVID-19 across the 36 states including the Federal Capital Territory (FCT). In response to curtail the spread of the virus most countries of the world, including Nigeria have imposed restriction measure which led to total and or partial closure of the economy. In the process, economies are grinding to a halt, jobs and livelihoods are lost on scales never seen before. The impact is huge and increasing in low and middle-income countries, especially in Nigeria with over 202 million populations (World Bank, 2020).

In light of the escalating concerns pertaining to the spread of COVID-19, with an urgency to contain the coronavirus, many education providers have shut down face-to-face classes globally. Undoubtedly, coronavirus revealed emerging vulnerabilities in education systems around the world. What the society needs today is flexible and resilient education systems as we face unpredictable futures (Zhang, Wang & Yang, 2020).

Likewise, many schools are either closed or on the verge of closing physically and are moving towards online and remote learning. For example, schools in New York offer

examples of successful adaptation and rapid deployment of e-learning platforms such as, videoconferencing platform, Zoom and use of MOODLE. Significantly, some schools had existing experience with these technologies that they were able to expand; they did not start from scratch with new and untested tech solutions (Czerniewicz, 2020). Likewise, some schools in Australia struggled with accommodating the rapid switch to online learning. Similarly, institutions have rapidly innovated and implemented online learning, due in part to established familiarity with the necessary tools, teaching approaches and considerations with online learning. This resulted in less disruption for many learners unable to return to face-to-face classes. Literature further entails that teaching online is not a solo sport. Teachers/facilitators and parents/guardians require training in how to involve learners in online discussions and facilitate their deeper understanding of taught material. According to Czerniewicz (2020), instructional designers or educational technologists can assist teachers/facilitators figure out how to best teach with technology and make the most of online learning.

In Nigeria, school opportunity is correlated to income level, and public schools differ from private schools in the populations they serve. While private schools serve learners from higher socio-economic backgrounds that are willing and able to pay more to access the better resources offered by private schools, public schools which are usually free, comprise students from lower socio-economic households and low-income areas. In instances where distance learning opportunities are available, uptake will be low from the students in the public school's category, as a result of poor infrastructure such as lack of electricity, or poor/no internet connectivity, etc.

Opportunities to learn within the homes are also limited, given that a parent's ability to provide education support to their children will be shaped by their own level of educational attainment, general literacy level, and other commitments. Given the significant relationship between educational attainment and income level, and the correlation between parental income level and school choice, we can infer that the literacy level of parents in public schools in Nigeria might be lower than their private school counterparts. In instances where the parents are educated, investing the time to train their children during this time might be a luxury. For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID19 virus, until the ban on movement is lifted and schools are reopened, majority of students will not be learning. A longer-term impact of these school closures would be deepened educational inequality. While some international development partners (UNESCO, for example) have put together and provided access to ICT-based resources to foster learning, uptake will depend largely on the level and quality of digital and internet access, and language accessibility (as most programs are available in English or other non-native Nigerian languages)

Furthermore, processes in education are viewed as tasks related to achievement; that is to refer to what people can consequently achieve in terms of production at individual, national and international levels (UNESCO, 2007) [25] . Thus, School closures due to coronavirus (COVID-19) are affecting learners worldwide. By the end of March 2020, over 180 countries had closed down their

schools, affecting 87.4% of learners (over 1.5 billion students). Governments are taking action to support learners to continue their education remotely. Some are using technology, but they face a number of challenges as they also deal with countrywide healthcare emergencies and likely economic recession. We know that school closures due to health crises such as Coronavirus, Ebola outbreaks impact learners. They lead to more school dropouts, leave learners at a higher risk of abuse, loss of confidence and self-esteem, and decline in quality teaching and learning process.

In Egor local government area of Edo State, school opportunity is correlated to income level, and public schools differ from private schools in the populations they serve. While private schools serve learners from higher socio-economic backgrounds that are willing and able to pay more to access the better resources offered by private schools, public schools which are usually free, comprise students from lower socio-economic households and low-income areas. In instances where distance learning opportunities are available, uptake will be low from the students in the public school's category, as a result of poor infrastructure such as lack of electricity, or poor/no internet connectivity, etc.

Statement of the Problem

COVID-19 seems to have created stress on our educational systems from primary to higher education settings. During this crisis, both primary and higher education learners are shifting from traditional classrooms to online learning from the comforts of their homes.

For parents, the shutting down of schools has necessitated deeper and more technical levels of involvement in their children's education. This has been challenging for most parents, as school teachers were mostly directly responsible for driving the learning outcomes of school children. A number of parents have had to balance working or managing their families with actively facilitating or monitoring the home-schooling of children (Babatunde, 2020). Children whose parents cannot afford remote learning facilities may have to wait for schools to re-open to continue learning, as such, it is uncertain the number of children that will return to school when the pandemic is over (Obiakor & Adeniran, 2020).

The education crisis during the pandemic has also challenged the leadership style of government agencies working in education. These agencies have had to deploy crisis management skills in ensuring that the number of Nigeria's out-of-school children does not increase permanently by working with stakeholders to provide distance learning opportunities for as many children as possible. They however have not provided an enabling environment for public tertiary institutions to transition from traditional schooling to remote schooling. Nigeria requires massive training of teachers to teach at a

distance and in the use of e-learning. Teaching online is much more difficult than teaching face-to-face (Lawal, 2020)

Thus, School closures due to corona-virus (COVID-19) are affecting learners in general and secondary school students in Edo state in particular. For instances where distance learning opportunities are available, uptake will be low from the students in the public school's category, as a result of poor infrastructure such as lack of electricity, or poor/no internet connectivity, etc. Opportunities to learn within the homes are also limited, given that a parent's ability to provide education support to their children will be shaped by their own level of educational attainment, general literacy level, and other commitments. Given the significant relationship between educational attainment and income level, and the correlation between parental income level and school choice, we can infer that the literacy level of parents in public schools in Nigeria might be lower than their private school counterparts. In instances where the parents are educated, investing the time to train their children during this time might be a luxury.

According to the Digital 2020 Global Overview Report published in January 2020, about 60 percent of Nigerians are not connected to the internet. The statistics for mobile phones, which could also be used as a learning medium, are more hopeful. According to the report, around 169.2 million. The inequity in access to ICT-based learning has the adverse effect of further intensifying the existing disparities in learning outcomes along socio-economic lines, and the urban-rural divide. Given that the school closures are currently indefinite; these students would continue to fall further behind. For students

with learning disabilities, and those living in fragile and conflict-affected regions, the outlook is even bleaker. By implication, this raises a major challenge around educational inequality - given the technological landscape and income driven digital-divide, how do we harness available technology to support already marginalized students during these closures? For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID19 virus, until the ban on movement is lifted and schools are reopened, majority of students will not be learning. This study therefore investigates the impact COVID-19 on the socio-economic wellbeing on secondary schools in Egor local government area of Edo State.

Research Questions

The following research questions were raised to guide the study.

1. What are the major challenges learners and parents are facing in utilizing alternative learning innovations?
2. What is the impact of Covid-19 on e-learning when compared to classroom conventional learning in Egor local government area of Edo State?
3. What is the effect of stay at home on secondary school students academic interest in Egor local government area of Edo State?
4. What are the innovations that are aiding learning-from-home at this time?

Purpose of the Study

The main purpose of this study is to investigate the impact COVID-19 on the socio-economic wellbeing on secondary schools in Egor local government area of Edo State.

Specifically, the study sought to:

- determine the major challenges learners and parents are facing in utilizing these alternative learning innovations
- determine the impact of Covid-19 on e-learning when compared to classroom conventional learning in in Egor local government area of Edo State
- ascertain the effect of stay at home on secondary school students academic interest in Egor local government area of Edo State
- determine the innovations that are aiding learning-from-home at this time

Significance of the Study

This study will be of immense benefits to government, NGOs, students and researchers

The findings of this study are crucial to various stakeholders such as the government/policy makers, teachers/facilitators, students/learners and researchers

To the government/policy makers, the findings will help enable them map out vital information to educational authorities on the importance of ICT integrated learning enabling them to include aspects as pedagogical reforms in education. In particular, they may have to revisit their curriculum ensuring that ICT knowledge is integrated in their text at various levels of teaching

To the researchers, there paucity of prior research in this area as this is the first time there is global school closures due to a virus. Hence, the findings of this study will help to assist and uncover critical areas and swiftly contribute to local literature on the subject, aimed to be utilised by relevant authorities to harness their education initiatives.

Also, for the first time teachers/facilitators of the learning process have begun to realize the urgency to undertake studies in information technology and online modes as a means of up-skilling their teaching abilities, seeing how the demand for online learning has surpassed traditional teaching/learning methods. Further, the findings will endow educational institutions with vital insights into ICT integrated teaching, aimed at strengthening their programs for teacher preparedness and equipping them with the diverse exigencies of COVID-19 pandemic. Notably, the findings will benefit the teachers/facilitators as they are in constant touch with students, and be in a position to gauge their learning needs, thus address online management challenges amicably.

The findings of this study will also help the students to change their negative attitude towards the use of Information and Communication Technology (ICT) to enhance their learning and that there is now a paradigm shifting from traditional classrooms to online learning from the comforts of their homes in order for them to be adaptable to the new era of educational system

It will be of good benefit to the student as it will provide a valid working document or literature in investigating other areas not covered by this study.

Finally, it will serve as a point of reference to future researchers in the field

Scope and Delimitation of the Study

The study investigates the impact COVID-19 on the socio-economic wellbeing on secondary schools in Egor local government area of Edo State. To this end, the study is delimited to government owned secondary school in Egor local government area of Edo State

Definition of Terms

The following terms are defined operationally as used in the study

Covid-19: An illness caused by a novel *coronavirus* now called severe acute respiratory syndrome *coronavirus 2* (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China

Socio-economic: This is primarily concerned with the interplay between social processes and *economic* activity within a society or a nation

Well-being: The state of being comfortable, healthy, or happy

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter will focus on the review of related literature. And it will be discuss under the following sub-headings:

Conceptual framework

A conceptual framework according to Oso and Onen (2002) is scheme of variables a researcher operationalizes in order to achieve the set objectives. Thus the conceptual framework of this study is presented in the figure below.

CONCEPTUAL FRAMEWORK

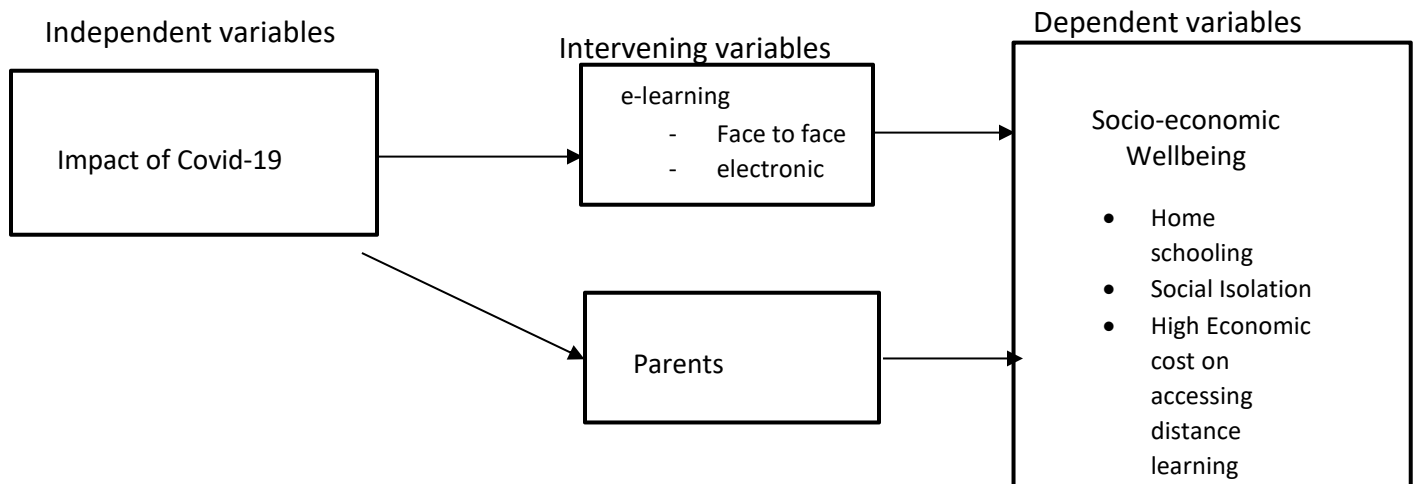


Figure 1: Conceptual Framework showing the variables of the study

The figure I shows the independent variables (Impact of Covid-19) link with the arrows to the intervening variables of e-learning and parents and the dependent variable (socio-economic wellbeing) of students. This connotes that the emergence of covid-19 impacted negatively on the socio-economic well-being of the parents

In their quest to provide quality education for their children

Concept of Covid-19

Human survival has often been threatened by diverse plagues since existence of man. One of such recent threat is an infectious disease, the pandemic of SARS-CoV-2 also known as the Coronavirus disease 2019 (COVID-19). The first case of the novel strain of the Coronavirus was reported in Wuhan, Hubei province in China on November 17, 2019 according to the South Morning China Post(Live-Science, 2019) and ever since, there has been a world-wide exponential increase in the number of infections and casualties. COVID-19 is an infectious disease that causes respiratory illness with symptoms of cough, fever, and in more severe cases, difficulty in breathing.

This Virus is demonstrated as a respiratory disorder and its incubation period is 2 to 14 days (Grantz, Jones, Zheng, Meredith, Azman, Reich & Lessler, 2020). Its symptoms are:

- Dry cough
- Fever
- Shortness of breath
- Runny nose
- Sore throat
- Muscle joint pains
- Diarrhea
- Loss of senses like smell and taste in some cases

This disease spreads primarily through contact when an infected person either coughs or sneezes openly, when a person touches a surface or object and then touches the eyes, nose, or mouth.

There is currently no standard vaccine or cure for COVID-19, hence, its prevention is strongly recommended. According to the World Health Organization (WHO), preventive measures against this virus includes frequent hand-washing for at

least 20 seconds; with soap and running water or using alcohol based hand sanitizer; covering the nose and mouth with disposable tissue or flexed elbow when coughing or sneezing; avoid touching the eyes, nose and mouth if hands are not clean and, avoiding close physical contact (1 meter or 3 feet) also known as social distancing (WHO, 2020). People who are sick are encouraged to self-isolate to avoid infecting others (if shedding Coronavirus) or being infected as the immunity of a sick person is usually compromised. This paper examines current knowledge in literatures and community perception on the impact of socio-distancing on the spread of COVID-19.

COVID-19, from the family of Coronavirus (others include SARS, H5N1, H1N1 and MERS), is a contagious respiratory illness transmitted through the eyes, nose, and mouth, via droplets from coughs and sneezes, close contact with infected person and contaminated surfaces. It has an incubation period of approximately one to fourteen days. The symptoms include cough, fever and shortness of breath, and it is diagnosed through a laboratory test. The contagion could lead to severe respiratory problems or death, particularly among the elderly and persons with underlying chronic illnesses. Some infected persons however, are carriers for the virus with no symptoms while others may experience only a mild illness and recover easily (Sauer, 2020). As there is currently no cure or vaccine for the COVID-19; medical treatments are limited to supportive measures aimed at relieving symptoms, use of research drugs and therapeutics.

Origin of Covid-19

Today, the world is taking a fresh start by leaving behind the tragedy of COVID-19 and moving forward to the era of technology and trade. When looking behind, we see that the increased urbanization, growing population and ample business and social activities between the countries and geographical areas had played a very important role in the spread of COVID-19 disease (Owen, 2020). Historically, the world has successfully faced serious epidemics like Malaria, Small pox, Influenza, Cholera, Yellow fever, Leprosy, Ebola, swine flu etc. Right now, no matter the world has progressed so much but still some anomalies in human civilization exist. Like the humans have become so much sophisticated that they open themselves up to various trades, different eco systems, populations, and become more curious. As a result, they have become more vulnerable to catching strange diseases and this thing has paved the way towards the spread of most recent and life threatening COVID-19 pandemic. Fortunately as time is progressing, this COVID-19 pandemic has started becoming a part of the history books (Walsh, 2020). In the series of combat with COVID-19, a great tribute to the Public Healthcare Systems whose strategy and efforts has played a very effective role all over the world in decreasing the number of fatalities As of today, 27th May, declared by WHO this COVID-19 has caused more chaos than natural disasters like volcanic eruptions, hurricanes and earthquakes or even war has about 34,440 Confirmed of people infected by Corona virus and about 4125 fatalities around the globe (Simonsen, 2013).

COVID-19 arose in the City of Wuhan in China around the date 31st December 2019. The situation became critical due to numerous infected cases in the “Huanan

Seafood Market” (Aljazeera, 2020). Chinese government documented the incidents of disease having symptoms like Pneumonia but the nature of virus was still unknown. The cases increased to about 40 in a span of thirty days. This virus had a history in China known as the SARS disease and it took away the lives of around 770 people back in year 2002 and 2003

Upon the incidence of the disease it is recommended that the person stays at home being ill and take the basic medical precautions being isolated from the community as it is a contagious virus. And as seen in many cases the situation worsens slowly leading to pneumonia and problematic breathing (Public Health Agency of Sweden, 2020). The coronavirus is transmitted and spread in the following cases:

- Person getting in contact with the droplets or secretions of someone sneezing or coughing and
- Float down the respiratory tract. Physical contact with the virus through hands and taking it to the mouth

Therefore in order to decrease the risk of its spread it is advised to keep washing your hands and avoid touching your face in order to eliminate the risk in case a person is exposed to it accidentally. Adopting the hygienic habits using the alcoholic hand sanitizers can lead to increased chance of staying safe from the virus (Krisinformation, 2020).

People already experiencing from respiratory disorders and elderly are mainly the target group of the virus. And as today no vaccine is available only supportive lifesaving treatments are being given to infected patients. Whole world even the Swedish medical agencies are collaborating with the International medical teams to develop the treatments and vaccine of this strange virus which is troublesome of the whole world (Public Health

Agency of Sweden, 2020). If we talk about when this will be over it is a difficult question to answer. History tells us that it took an era to develop penicillin and another decade to develop the polio vaccine. But, it is obvious that sooner or later the vaccine would be developed and this would all be over. Right now, it is a little difficult to estimate the time. Science today is very advanced. We might wake up one day and get to know that this pandemic is about to end and we have the vaccine for it. But, as for now, only possible thing to do is to follow the guidelines given by the government and the health institutions for our safety. So far, everything has gone to the state of shutdown in all parts of the world. Preventive measures are being taken and people prefer to stay at home as much as possible. Schools at some places have shifted to online courses and Saturday nights are more likely to be movie nights at home. Gatherings have been replaced by spending more time on the social media (Snowden, 2020)

Impact of Covid-19 on e-learning

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through

various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi, Nayaju, Subedi, Shah & Shah 2020). While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Douce, Netolick, Timmers & Tuscano 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & Kvavadze, 2020).

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020).

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes (Petrie, 2020). They include options of workplace chat, video meeting and file storage that keep classes organized and easy to work. They usually support the sharing of a variety of content like Word, PDF, Excel file, audio, videos and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments.

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al., 2020). This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. The virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly being used.

Effects of Stay at Home on Secondary School Student Academic Interest

According World Bank (2020) school closures carry high social and economic costs for people across communities. Their impact however is particularly severe for the most vulnerable and marginalized boys and girls and their families. The resulting disruptions exacerbate already existing disparities within the education system but also in other aspects of their lives. These include:

- **Interrupted learning:** Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school.
- **Poor nutrition:** Many children and youth rely on free or discounted meals provided at schools for food and healthy nutrition. When schools close, nutrition is compromised.
- **Confusion and stress for teachers:** When schools close, especially unexpectedly and for unknown durations, teachers are often unsure of their obligations and how to maintain connections with students to support learning. Transitions to distance learning platforms tend to be messy and frustrating, even in the best circumstances. In many contexts, school closures lead to furloughs or separations for teachers.
- **Parents unprepared for distance and home schooling:** When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is especially true for parents with limited education and resources.

- **Challenges creating, maintaining, and improving distance learning:** Demand for distance learning skyrockets when schools close and often overwhelms existing portals to remote education. Moving learning from classrooms to homes at scale and in a hurry presents enormous challenges, both human and technical.
- **Gaps in childcare:** In the absence of alternative options, working parents often leave children alone when schools close and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse.
- **High economic costs:** Working parents are more likely to miss work when schools close in order to take care of their children. This results in wage loss and tends to negatively impact productivity.
- **Unintended strain on health-care systems:** Health-care workers with children cannot easily attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis.
- **Increased pressure on schools and school systems that remain open:** Localized school closures place burdens on schools as governments and parents alike redirect children to schools that remain open.
- **Rise in dropout rates:** It is a challenge to ensure children and youth return and stay in school when schools reopen after closures. This is especially true of protracted closures and when economic shocks place pressure on children to work and generate income for financially distressed families.

- **Increased exposure to violence and exploitation:** When schools shut down, early marriages increase, more children are recruited into militias, sexual exploitation of girls and young women rises, teenage pregnancies become more common, and child labour grows.
- **Social isolation:** Schools are hubs of social activity and human interaction. When schools close, many children and youth miss out of on social contact that is essential to learning and development.
- **Challenges measuring and validating learning:** Calendared assessments, notably high-stakes examinations that determine admission or advancement to new education levels and institutions, are thrown into disarray when schools close. Strategies to postpone, skip or administer examinations at a distance raise serious concerns about fairness, especially when access to learning becomes variable. Disruptions to assessments results in stress for students and their families and can trigger disengagement.

According to the Digital 2020 Global Overview Report published in January 2020, about 60 percent of Nigerians are not connected to the internet. The statistics for mobile phones, which could also be used as a learning medium, are more hopeful. According to the report, around 169.2 million people - 83 percent of Nigerians have access to mobile phone connections; however, of these, 50 percent – around 84.5 million people, reside in urban areas. For the population with access, the proportion would be skewed towards high socio-economic households and urban households; an overwhelming majority of

whom are private school students who already have a learning advantage over their public school peers. For children from poorer backgrounds who tend to have less access to internet connectivity, computers, and other devices, and reside in rural areas where local languages take dominance over

English, ICT-learning uptake will be limited. The inequity in access to ICT-based learning has the adverse effect of further intensifying the existing disparities in learning outcomes along socio-economic lines, and the urban-rural divide. Given that the school closures are currently indefinite; these students would continue to fall further behind. For students with learning disabilities, and those living in fragile and conflict-affected regions, the outlook is even bleaker. By implication, this raises a major challenge around educational inequality - given the technological landscape and income driven digital-divide, how do we harness available technology to support already marginalized students during these closures? For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID19 virus, until the ban on movement is lifted and schools are reopened, majority of students will not be learning (Oboh & Oboh, 2020).

Impact of Covid-19 on e-learning as Compared to Classroom Conventional Learning System

Although there have been overwhelming challenges for educators, schools, institutes and the government regarding online education from a different angle, there are several opportunities created by the COVID-19 pandemic for the unprepared and the distant plans of implementing e- learning system. It has forged a strong connection between teachers and parents than ever before. The homeschooling requires parents to

support the students' learning academically and economically. Children with disabilities need additional and special support during this ongoing emergency. The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after face-to-face teaching resumes and these platforms can provide additional resources and coaching to the learners

Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences (Doucet et al., 2020). Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting

Challenges encountered by learners in Utilizing Alternative Learning Innovations

With the availability of a sea of platforms and online educational tools, the users both educators and learners face frequent hiccups while using it or referring to these tools. Some of the challenges encountered by learners are as follows:

Broadly identified challenges with e-learning are accessibility, affordability, flexibility, learning pedagogy, life-long learning and educational policy (Murgatroid, 2020). Many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning. The level of academic performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hour for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

Student assessments are carried out online, with a lot of trial and error, uncertainty and confusion among the teachers, students and parents. The approach adopted to conduct online examination varies as per the convenience and expertise among the educators and the compatibility of the learners. Appropriate measures to check plagiarism is yet to be put in place in many schools and institutions mainly due to the large number of student population. The lockdown of schools and colleges has not only affected internal assessments and examinations for the main public qualifications like General Certificate of Secondary Education (GCSE), but A levels have also been cancelled for the entire cohort in the UK. Depending on the duration of the lockdown, postponement or cancellation of the entire examination assessment might be a grim possibility (United Nations, 2020). Various state-level board exams, recruitment exams, university-level exams and entrance exams have been postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, ATMA 2020) have also been postponed/rescheduled. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation

It is also possible that some students' careers might benefit from the interruptions. For example, in Norway, it has been decided that all 10th grade students will be awarded a high-school degree. A study carried out in France shows that the 1968 abandoning of the normal examination procedures in France, following the student riots, led to positive long-term labour market consequences for the affected cohort (Maurin & McNally, 2008).

School time also raises social skills and awareness besides being fun for the children. There are economic, social and psychological repercussions on the life of students while they are away from the normal schedule of schools. Many of these students have now taken online classes, spending additional time on virtual platforms, which have left children vulnerable to online exploitation. Increased and unstructured time spent on online learning has exposed children to potentially harmful and violent content as well as greater risk of cyber bullying. School closures and strict containment measures mean more families have been relying on technology and digital solutions to keep children engaged in learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online.

In the case of online learning in Bhutan, majority of the learners are from rural villages where parents are mostly illiterate farmers. Students are engaged in assisting parents in farm activities such as agriculture, tending to cattle and household chores. Some students even requested to postpone exam time towards the afternoon since they had to work on the fields during morning hours. Some students expressed that they had to attend to their ailing parents/grandparents/family members and take them to hospitals. By evening, when they are back home, it becomes difficult for them to keep abreast with the lessons. Parents, whose children are in lower grade in school feels that it would be better to let the children repeat the next academic year. Majority of students do not have access to smart-phones or TV at home in addition to poor Internet connectivity. There is no or

less income for huge population due to closure of business and offices. The data package (costs) is comparatively high against average income earned, and continuous access to Internet is a costly business for the farming community. Online face-to-face classes (video) is encouraged by most; however, some students (economically disadvantaged) have expressed that the face-to-face online class consumes more data packages. The teachers are in dilemma as to whom to listen to and which tools to adopt. Some think pre-recorded videos could help; however, this would restrict interactions. It is difficult to design a proper system to fit the learning needs and convenience of all students.

Summary of Literature Reviewed

The review has been quite revealing and instructive. Hence, it can be summarized as follows:

Human survival has often been threatened by diverse plagues since existence. One of such recent threat is an infectious disease, the pandemic of SARS-CoV-2 also known as the Corona virus disease 2019 (COVID-19). The first case of the novel strain of the Corona-virus was reported in Wuhan, Hubei province in China on November 17, 2019 according to the South Morning China Post and ever since, there has been a world-wide exponential increase in the number of infections and casualties. COVID-19 is an infectious disease that causes respiratory illness with symptoms of cough, fever, and in more severe cases, difficulty in breathing.

The review showed that E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure

of universities and schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning.

The review also revealed that given the school closures are currently indefinite; students continue to fall further behind. For students with learning disabilities, and those living in fragile and conflict-affected regions, the outlook is even bleaker. By implication, this raises a major challenge around educational inequality - given the technological landscape and income driven digital-divide. For Nigeria, the reality is simple - while the school closures are necessary to curtail the spread of the COVID19 virus, until the ban on movement is lifted and schools are reopened, majority of students will not be learning

The review further revealed that teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting.

The review also revealed that many countries have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing

countries, the economically backward children are unable to afford online learning devices, the online education poses a risk of exposure to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning. Lack of parental guidance, especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning

CHAPTER THREE

METHODOLOGY

This chapter was designed to examine in details the procedures and method the researcher employed in collecting and analysing data for the study. The steps were treated under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis

Research Design

Ex- Post –Facto research design will be adopted for this study. Ex post facto study or after-the-fact research is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. The majority of social research, in contexts in which it is not possible or acceptable to manipulate the characteristics of human participants, is based on ex post facto research designs. It is also often applied as a substitute for true experimental research to test hypotheses about cause-and-effect relationships or in situations in which it is not practical or ethically acceptable to apply the full protocol of a true experimental design

Population of the Study

The population of the study is Three Thousand Seven Hundred and Eighty (3780) Secondary School Students from seven (7) government secondary schools in Egor Local Government Area.

S\N	Schools	Population	Sample size (10%)
1	Evbareke	600	60
2	Urelu	580	58
3	Eweka	350	35
4	Iyoba college	700	70
5	Technical college	600	60
6	Adolor college	500	50
7	Akenzua	450	45
Total		3780	378

Source: Ministry of Education, 2022

Sample and Sampling Technique

The sample size for this study is three hundred and seventy eight (378) respondents within the area of the study. Which represent ten percent (10%) of three thousand and seven hundred and eighty (3780) students from government senior secondary School selected using a simple random sampling technique. This technique is considered suitable because under this technique, each member of the

population under study would have an equal chance of being selected. That is, the selection of one is entirely independent on the other.

Research Instrument

The major instrument for data collection in the study was the research questionnaire. The research questionnaire titled “Impact COVID-19 on the Socio-economic Wellbeing on Secondary Schools in Egor local government area of Edo State Process Questionnaire (ICOVID-19SWSSQ)” were designed in two sections; Section A and B, in the Likert format of research instrument design. Section A was meant to collect data on the demographic characteristics of the respondents such as settlement, sex, occupation and educational level. While Section B was designed to reflect items that would enable the researcher answer the research questions stated for the study.

Validity of the Instrument

The research instrument was validated using the expert’s judgment approach. In this view, copies of the draft instrument were given to my project supervisor and two other experts in the Department of Educational Management, Faculty of Education University of Benin for items scrutiny. After which their suggestions will be taken into consideration before the final copy of the instrument was designed and produced.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure was adopted. In this vein, 20 copies of the instrument were administered on the respondents who were not be part of the target population. After a time lag of two weeks the instrument was re-administered on the same group of respondents. Thereafter, their responses on the two occasions were collated and correlated using Pearson Product Moment Correlation Coefficient Statistics to determine its reliability which was given to be 0.75

Method of Data Collection

The research instrument was personally administered by the researcher with the help of two research assistants who were undergraduate students of the University of Benin. Whenever necessary, explanation was offered to respondents to enable them react to items in the questionnaire in order to be able to collect the desired data for the study.

Method of Data Analysis

Data collected for the study was analyze using descriptive statistics involving frequency count, and percentages. However, only the socio-demographic characteristics of the respondents were analyzed using the bar and pie charts so as to further allow room easy interpretation and comprehension by all and sundry.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION OF RESULTS

This chapter deals with the presentation of findings from the analysis of data obtained. The results are carefully interpreted and presented in table as shown hereunder:

Research Question One: What are the major challenges learners and parents are facing in utilizing alternative learning innovations?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 1-5 using percentage statistics and the result is as presented below.

Table 4.1: Data on challenges learners and parents are facing in utilizing alternative learning innovations

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
1	Many learners had substantial issues with a reliable Internet connection and access to digital devices	200 (53%)	178 (47%)	Nil (0)	Nil (0)
2	Many students could not connect to online classes due to power failure	150 (40%)	228 (60%)	Nil (0)	Nil (0)
3	Some academically competent learners from economically disadvantaged background were unable to access and afford online learning.	100 (26%)	278 (74%)	Nil (0)	Nil (0)

4	The online education poses a risk of exposure to increased screen time for the learner	100 (26%)	278 (74%)	Nil (0)	Nil (0)
5	Lack of parental guidance, especially for young learners	250 (66%)	128 (34%)	Nil (0)	Nil (0)

Source: Field Survey, 2022

A critical view of Table 4.1 above showed that 200 (53%) and 178 (47%) of the respondents Strongly Agreed and Agreed respectively that many learners had substantial issues with a reliable Internet connection and access to digital devices. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether the many students could not connect to online classes due to power failure, it was observed that 150 (40%) and 228 (60%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if some academically competent learners from economically disadvantaged background were unable to access and afford online learning and from the responses gathered, 100 (26%) and 278 (74%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 100 (26%) and 278(74%) of the respondents Strongly Agreed and Agreed respectively that the online education poses a risk of

exposure to increased screen time for the learner. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

In determining whether lack of parental guidance, especially for young learners, it was observed that 250 (66%) and 178(34%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that many learners had substantial issues with a reliable Internet connection and access to digital devices, students could not connect to online classes due to power failure, academically competent learners from economically disadvantaged background were unable to access and afford online learning and lack of parental guidance, especially for young learners

Research Question Two

What is the impact of Covid-19 on e-learning when compared to classroom conventional learning in Egor local government area of Edo State?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 6-10 using percentage statistics and the result is as presented below

Table 4.2: Data on the impact of Covid-19 on e-learning when compared to classroom conventional learning in Benin City, Edo State, Nigeria

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
6	I preferred taking classes online	Nil (0)	Nil (0)	100 (26%)	278 (74%)
7	Why learning from home, I am easily distracted	100 (26%)	278 (74%)	Nil (0)	Nil (0)
8	My level of concentration is the same as if I was in the classroom	Nil (0)	Nil (0)	200 (53%)	178 (47%)
9	I can easily sleep off why learning at home	250 (66%)	128 (34%)	Nil (0)	Nil (0)
10	I have easy access to online materials	Nil (0)	Nil (0)	100 (26%)	278 (74%)

Source: Field Survey, 2022

A cursory look at Table 4.2 above showed that 100 (26%) and 278 (74%) of the respondents Disagreed or Strongly Disagreed respectively that women participate in the programmes because they want to make new friends. Accordingly, none of the respondents on this variable Strongly Agreed and Agreed

In ascertaining whether why learning from home, I am easily distracted, it was observed that 100(26%) and 278(74%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if their level of concentration is the same as they was in the classroom and from the responses gathered, 200 (53%) and 178 (47%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 250 (56%) and 128 (34%) of the respondents Strongly Agreed and Agreed respectively that they can easily sleep off why learning at home and neighbours. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

The final variable in the study was meant to find out if they have easy access to online materials. And from the responses gathered and analysed, it was found that 100 (26%) and 278(74%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that why learning from home, they are easily distracted, and can easily sleep off why learning at home

Research Question Three

What is the effect of stay at home on secondary school students academic interest in the area?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 11-15 using percentage statistics and the result is as presented in Table 4.3

Table 4.3: Data on effect of stay at home on secondary school students academic interest in the area

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
11	Would the interruption of school calendar affect students learning interest	100 (26%)	278 (74%)	Nil (0)	Nil (0)
12	Would the interruption of school calendar stimulate or arouse student learning interest	200 (53%)	178 (47%)	Nil (0)	Nil (0)
13	Covid-19 pandemic has affected students interest for school	200 (53%)	178 (47%)	Nil (0)	Nil (0)
14	Covid-19 pandemic has increased my desire to study more at home	300 (79%)	78 (21%)	Nil (0)	Nil (0)
15	Covid-19 pandemic has affected my emotional and intellectual ability to learners	100 (26%)	278 (74%)	Nil (0)	Nil (0)

Source: Field Survey, 2022

A critical view of Table 4.1 above showed that 100 (26%) and 278 (74%) of the respondents Strongly Agreed and Agreed respectively that the interruption of school calendar affect students learning interest. Accordingly, none of the respondents Disagreed or Strongly Disagreed on this variable.

In ascertaining whether the interruption of school calendar stimulate or arouse student learning interest re, it was observed that 200 (53%) and 178(47%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

In the same vein, the researcher was also interested in finding out if covid-19 pandemic has affected students love for school and from the responses gathered, 200 (53%) and 178 (47%) Strongly Agreed and Agreed respectively while none responded otherwise.

Similarly, it was also found that 300 (79%) and 78(21%) of the respondents Strongly Agreed and Agreed respectively that covid-19 pandemic has increased my desire to study more at home. There was however no respondent that Disagreed or Strongly Disagreed on this variable.

In determining whether covid-19 pandemic has affected my emotional and intellectual ability to learn, it was observed that 100 (26%) and 278 (74%) of the respondents Strongly Agreed and Agreed respectively on the variable while none of them had a different position.

From the analyses of the responses made on this question by all the participants, it is therefore concluded that saying at home order as a result of Covid -19 leads to interruption of school calendar affect students learning interest, affected students love for school, increased my desire to study more at home and affected their emotional and intellectual ability to learn

Research Question Four.

What are the innovations that are aiding learning-from-home at this time?

In proffering answers to the above questions, the researcher gathered and analyzed the relevant data in the instrument precisely those of items 16-20 using percentage statistics and the result is as presented below

Table 4.4: Data on the innovations that are aiding learning-from-home at this time

S/N	Variables	SA (%)	A (%)	D (%)	SD (%)
16	I had access to online materials during the lockdown	200 (53)	Nil (0)	78 (21%)	100 (26%)
17	I had a laptop and an android phone that i used to connect to online class	200 (53)	Nil (0)	78 (21%)	100 (26%)
18	I have un-interrupted power supply during the lockdown	Nil (0)	Nil (0)	100 (26%)	278 (74%)
19	Accessibility to laptop for easy internet connection	200 (53)	Nil (0)	100 (26%)	78 (21%)
20	Access to internet connected to Android phone to do assignment	200 (53%)	100 (26%)	78 (21)	Nil (0)

Source: Field Survey, 2022

From the analysis of the data on Table 4.4 above it is revealed that 200 (53%) of the respondents strongly Agreed that they had access to online materials during the lockdown. 78(21%) and 100 (26%) The data however showed that of the respondents Disagree or Strongly Disagree on the variable under consideration.

In the same vein, 200 (53%) of the respondents Strongly Agreed on the view that they had a laptop and an android phone they used to connect to online class. The data however 78 (21%) and 100 (26%) showed that respondents either Disagree or Strongly Disagree on the variable under consideration.

In trying to ascertain if they have un-interrupted power supply during the lockdown and from the responses gathered, it was revealed that 100 (26%) and 278 (74%) of the respondents Disagreed and Strongly Disagreed respectively on the view however, none of the them Strongly Agreed and Agreed respectively on the issue at hand.

The penultimate item in the instrument was designed to find out if their parents always buy them data to connect to the internet. And from the responses gathered, it was revealed that 4000 (31%) Strongly Agreed and Agreed while 400 (31%) and 480 (38%) Disagreed and Strongly Disagreed on this issue under consideration

The final variable in the study was meant to find out if they could not engage in e-learning because they didn't have access to computers and from the responses gathered, it was revealed that 200 (53%) and 100 (26%) of the respondents Strongly Agreed and Agreed respectively, while 78 (21) responded of the respondents Disagreed and Strongly Disagreed options.

Therefore, from the responses analysed, it is concluded that many did not have access to online materials during the lockdown, had a laptop and an android phone that they used to connect to online class and many could not engage in e-learning because they didn't have access to computers

Discussion of Findings

The result of this study has been quite informative and revealing. Base on the analysis of data or information collected on the opinion of the respondents on *“The Challenges facing Secondary School Students during Covid-19 Pandemic School Lockdown in Egor local government area.* In the study, four (4) research questions were raised and examined. The first research question revealed that many learners had substantial issues with a reliable Internet connection and access to digital devices, students could not connect to online classes due to power failure, academically competent learners from economically disadvantaged background were unable to access and afford online learning and lack of parental guidance, especially for young learners. Finding from the study is in agreement with that of Oboh and Oboh (2020) where it was revealed that the lockdown imposed by the government in their efforts to curb the spread of the virus affected students affected students promotion and postponement of examination.

Findings from research question two revealed that why learning from home, they are easily distracted, and can easily sleep off why learning at home. The result

of this study is equally consistent with that of Mulenga and Marbán, (2020). The results of their study specify that COVID-19 will have a negative impact on the education system in Nigeria, due to the fact that students are like to forget what they have learned before

Findings from research question three revealed that saying at home order as a result of Covid -19 leads to interruption of school calendar affect students learning interest, affected students love for school, increased my desire to study more at home and affected their emotional and intellectual ability to learn. Finding from the study is in agreement with that of Oboh and Oboh (2020) where it was revealed that the lockdown imposed by the government in their efforts to curb the spread of the virus affected students affected students promotion and postponement of examination.

Findings from research question four revealed that many did not have access to online materials during the lockdown, had a laptop and an android phone that they used to connect to online class and many could not engage in e-learning because they didn't have access to computers. This findings from corroborate with that of Schneider and Meyer (2012) where they asserts that, external factors, such as, accessibility to internet during the online learning, constant power failure hindered effective learning during the Covid-19 pandemic

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusions drawn from the analysis of data collected and interpretation of findings and recommendations offered based on findings made.

Summary

The study was carried out to determine the “Impact COVID-19 on the socio-economic wellbeing on secondary schools in Egor local government area of Edo State. Four (4) research questions were raised to guide the study. These include the following:

1. What are the major challenges learners and parents are facing in utilizing alternative learning innovations?
2. What is the impact of Covid-19 on e-learning when compared to classroom conventional learning in Egor local government area of Edo State?
3. What is the effect of stay at home on secondary school students academic interest in Egor local government area of Edo State?
4. What are the innovations that are aiding learning-from-home at this time?

The sample size for this study is three hundred and seventy eight (378) respondents within the area of the study. Which represent ten percent (10%) of three thousand and seven hundred and eighty (3780) students from government senior secondary School selected using a simple random sampling technique. Questionnaire was the major instrument used for data collection. The questionnaire was made up of Section 'A' and 'B'. while Section 'A' contained the demographic information of the respondents, Section 'B' was meant to elicit data on the various research questions raised and other matters considered important to the success of this study. The reliability and validity of the instrument was determined. The validity of the instrument was determined by the project supervisor and other two lecturers from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. The reliability of the instrument was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.75. The data collected were analyzed using descriptive statistics such as: frequency count and simple percentages.

Conclusion

Following the analysis of data collected and findings made, the following conclusions were drawn:

- that many learners had substantial issues with a reliable Internet connection and access to digital devices, students could not connect to online classes due to power failure, academically competent learners from economically disadvantaged background were unable to access and afford online learning and lack of parental guidance, especially for young learners
- that why learning from home, they are easily distracted, and can easily sleep off why learning at home
- that saying at home order as a result of Covid -19 leads to interruption of school calendar affect students learning interest, affected students love for school, increased my desire to study more at home and affected their emotional and intellectual ability to learn
- that many did not have access to online materials during the lockdown, had a laptop and an android phone that they used to connect to online class and many could not engage in e-learning because they didn't have access to computers

Recommendations

Based on the conclusion drawn from the findings, the following recommendations are hereby proffered:

- Government at all levels should endeavour that the e-learning as an educational palliative serve the learners in rural and urban area, and develop

individuals' knowledge, skills and behaviour in the society in other not to create inequality in the online learning process, thus, educational palliatives provided by the government should foster and meet immediate needs of the learners affected by the Covid-19 pandemic outbreak.

- The government should give a periodic in-service training to teachers in senior secondary schools on the different ICT strategies that will serve learners in urban and rural areas in the online teaching and learning process.
- school administrators should devise means of motivating teachers and students towards proper using different procedures of making e-learning attractive to secondary school students from developing countries and further boosting teachers and students' knowledge of e-learning in the teaching and learning process either online or the conventional classroom learning.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
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**QUESTIONNAIRE ON THE IMPACT COVID-19 ON THE SOCIO-
ECONOMIC WELLBEING ON SECONDARY SCHOOLS PROCESS
QUESTIONNAIRE (ICOVID-19SWSSQ))**

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on: Impact COVID-19 on the Socio-economic Wellbeing on Secondary Schools in Egor local government area of Edo State. You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number. Please do not tick 2 numbers for one statement.

SECTION A (DEMOGRAPHIC)

Instruction: Please tick (✓) Option that best suit your opinion.

1. Sex: Male [] Female []

2. 0-15 years [] 16-24 years [] 25-34 years [] 35 years and above []
 3. Name of school.....

SECTION B

INSTRUCTION: Kindly tick (√) where necessary using the following Keys

- Strongly Agree (SA) = 4
 Agree (A) = 3
 Disagree (D) = 2
 Strongly Disagree (SD) = 1

S/N	ITEMS	SA(4)	A(3)	D(2)	SD(1)
•	What are the major challenges learners and parents are facing in utilizing alternative learning innovations?				
1	Many learners had substantial issues with a reliable Internet connection and access to digital devices				
2	Many students could not connect to online classes due to power failure				
3	Some academically competent learners from economically disadvantaged background were unable to access and afford online learning.				
4	The online education poses a risk of exposure to increased screen time for the learner				
5	Lack of parental guidance, especially for young learners				
	What is the impact of Covid-19 on e-learning when compared to classroom conventional learning in Egor local government area of Edo State?				
6	I preferred taking classes online				
7	Why learning from home, I am easily				

	distracted				
8	My level of concentration is the same as if I was in the classroom				
9	I can easily sleep off why learning at home				
10	I have easy access to online materials				
	What is the effect of stay at home on secondary school students academic interest in the area?				
11	Would the interruption of school calendar affect students learning interest				
12	Would the interruption of school calendar stimulate or arouse student learning interest				
13	Covid-19 pandemic has affected students interest for school				
14	Covid-19 pandemic has increased my desire to study more at home				
15	Covid-19 pandemic has affected my emotional and intellectual ability to learners				
	What are the innovations that are aiding learning-from-home at this time?				
16	I had access to online materials during the lockdown				
17	Accessibility to laptop for easy internet connection				
18	Access to internet connected to Android phone to do assignment				

