

**THE IMPACT OF COVID-19 LOCKDOWN ON STUDENTS ACADEMIC
PERFORMANCE IN THE FEDERAL TERTIARY INSTITUTIONS IN EDO SOUTH
SENATORIAL DISTRICT**

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UNIVERSITY OF BENIN
BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We hereby certify that this project research was carried out by **Zoe Chukwudumebi OKECHI** in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This research is dedicated to my parents Pastor and Pastor Mrs. Okechi for their love, prayers, guidance and their immeasurable support emotionally, spiritually and financially throughout my stay in this great institution.

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First and foremost, the researcher's sincere gratitude the Almighty God who has been a source of strength and inspiration in this great institution, for his unfailing love, grace and mercy which sustained her irrespective of the uncertainties she encountered throughout the duration of this course.

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ABSTRACT

This study investigated the Impact of COVID-19 on the academic performance in the federal tertiary institutions in Edo South Senatorial District.

The study adopted descriptive survey research design in sampling the opinions of final year students in faculty of education in the study area. The population of the study consisted of eight hundred and thirteen male (813) and one thousand two hundred and sixty two female (1262) and the total population two thousand and seventy five (2065) make up the total population for the study. Through sample random sampling technique 100 participants were selected. The Cronbach Alpha method of reliability was used in analyzing the responses received from the students and a reliability coefficient value of 0.82 was obtained.

The findings from analyzed data indicated that Students' study habits and access to technology during the Lockdown were positively impacted. Information provided by lecturers during the lockdown, students' motivation and communication with lecturers were negatively affected; Specific challenges faced by students included feeling of isolation, disconnection from their peers, teachers and lecturers during the Covid-19 lockdown, were distracted by family and people in their household, unable to access learning materials, had difficulty staying organized and had poor time management; Psychological and emotional effects of the Lockdown included feeling of frustration, being overwhelmed as well as changes in sleep and eating habits. Contrary, their mood and behaviour was not negatively impacted, had no feeling of depression and their mental health was not negatively impacted. However, students were negatively impacted in relation to support from teachers and other students while learning online. Based on the findings, some recommendations were made

which include; The experience and lessons learnt from the Covid-19 lockdown in terms of online (e-learning) should be consolidated in maintaining students' academic progress/performance; Students in tertiary institutions should endeavor to cultivate time management schedule, even when faced with circumstance(s) similar to Covid-19 lockdown in order to make most use of their time in knowledge acquisition.

CHAPTER ONE

INTRODUCTION

Background of the Study

COVID-19 also known as coronavirus is a highly contagious respiratory illness caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The name coronavirus comes from a Latin word “corona” which means crown or halo. Under an electron microscope the virus looks like it is surrounded by a solar corona. It was first identified in December 2019 in Wuhan, China and has since then evolved into a global pandemic. These viruses were originally transmitted from animals to people. SARS for instance, was transmitted from civet cats to humans.

According to World Health Organization (WHO), Signs of infection could include fever, cough, shortness of breath, difficulty in breathing with a wide range of severity from mild to severe. In more severe cases it can lead to pneumonia, multiple organ failure and even death. Current estimation of the incubation range from one to fourteen days. Incubation period refers to the time between the infection and the onset of symptoms .Most infected people show symptoms within five to six days. However infected persons can also be asymptomatic, meaning they do not show display any symptoms despite being infected with the virus. The virus primarily spreads through respiratory droplets when an infected person talks, coughs, or sneezes. Prevention measures include vaccination, wearing masks, practicing good hand hygiene, and maintaining physical distance from others. The disease has had significant global health, economic, and societal impacts since its emergence. Several governmental measures have been taken to counteract the risk of disease spreading. These

measures include travel restriction, mandatory quarantine for travelers, social distancing ,bans on public gatherings, closure of secondary schools and universities alike ,closure of businesses, self isolation, curfew, people working from home and Lockdown. Authorities in several countries have declared either lockdown or Curfew as a measure to break the fast spread of the virus. Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion students worldwide (UNESCO 2020). Many universities all over the world have either postponed or cancelled all campus activities to minimize gatherings And hence decrease the transmission of the virus. However these measures have led to higher economical, medical and social implications of both undergraduate and post graduate communities.

Due to suspension of classroom teaching in many universities and colleges, a switch to online teaching for undergraduate and graduate students became effective. This form of learning provides an alternative way to minimize the contact between students and lecturers and between students themselves thereby preventing the spread of the virus_. The corona virus disease is a highly infectious disease that has plagued the world population over the years from December 2019 and even till date although the spread of the virus is at a minimal level now due to the production and distribution of the COVID-19 vaccine. The COVID-19 vaccine development and distribution started in late 2020 and continue to be ongoing. Different vaccines have been developed by various pharmaceutical companies and have been approved for emergency use in different countries. On 30 January 2020 COVID-19 was declared a Public Health Emergency of International Concern (PHEIC) with an official death toll of 171. By 31 December 2020, this figure stood at 1 813 188. Yet preliminary estimates

suggest the total number of global deaths attributable to the COVID-19 pandemic in 2020 is at least 3 million, representing 1.2 million more deaths than officially reported (WHO 2020). As of February 01, 2024, it's been confirmed that 6,975,929 people have died so far from the coronavirus COVID-19 outbreak, and there are currently 702,582,461 confirmed cases in 229 countries and territories (Worldometer coronavirus death toll 2024). As a result of the alarming death toll several countries have relied on several containment measures including a range of physical and social distancing measures to flatten the epidemiological curve and of its morbidity and mortality due to COVID-19. Different countries have engaged in various Measures to implement physical distancing Such as complete closure of the economy Including educational institutions (UNESCO 2020). The pandemic is affecting all levels of the educational system, From preschool education even to higher education In a manner that is of irreparable educational and economical implication.

Following the COVID 19 pandemic all schools in Nigeria were closed from March 2020 as one of the federal government measures to limit the spread of the disease. However, there were subsequent openings and closures depending on the severity of the pandemic in different areas and government directives. Some schools remained closed for several months, while others reopened with strict protocols in place. The duration of closures fluctuated throughout the pandemic based on health and safety considerations. It is against this study background that the researcher sought to investigate the impact of COVID-19 lockdown on students academic performance in the federal tertiary institutions in Edo south senatorial district.

Statement of the Problem

In Nigeria the threat posed to education is compounded due to peculiar vulnerabilities including poor health system, poverty and inequality ,hunger, internally displaced populations ,high population densities ,urban rural divide and out of school population.

- Prior to COVID-19, Nigeria accounts for one in every child of the world's out of school children. As of 2020, around 68 percent of the young population in Nigeria had secondary education as their highest educational level. Moreover, only some 17 percent had furthered their education to the tertiary level, while 15 percent had completed primary education.
- Hence while Nigeria is battling with underlined educational challenges that have kept the country behind in getting young people ready for the dynamic workplace the sudden impact of COVID-19 further exacerbates this problem.
- Students might face numerous challenges adapting to the sudden shift to online learning and face disruptions in regular study routines. University students who may have the skills to undertake internet based online learning face poor Internet infrastructure and a lack of reliable electricity supplies, not to mention the cost of providing steady uninterrupted data and internet for online virtual classes.
- Students who do not have access to internet infrastructure and financial capability to undertake learning risk the chance of lagging behind in their school work and may ultimately drop out due to frustration and inability to adapt to online method of learning .

Apart from this, learning within the homes could also be a challenge or present challenges for learning due to various distractions. This could overwhelm students and increase their stress levels while affecting the mental health of Students . It is of importance to also note the potential effects of social isolation . Some potential effects of social isolation include feelings of loneliness, increased stress and anxiety, decreased social skills, and a decline in mental well-being.

This statement of problem provides a detailed and comprehensive outline of the ideal and real situation, including the consequences of the COVID-19 lockdown as relating to academic performance.

Purpose of the Study

The main purpose of the study is to investigate the impact of COVID-19 lockdown on students academic performance in the federal tertiary institutions in Edo State. Specifically the sub objectives include to;

- Find out if COVID-19 has had any impact on the academic performance of students in federal tertiary institutions.
- Assess the extent of the impact of the COVID-19 lockdown on students' academic performance.
- Identify the challenges faced by students during the lockdown period.
- Examine the effectiveness of online learning methods implemented during the lockdown.
- Explore the psychological and emotional effects of the lockdown on students.

Research Question

1. Does the COVID-19 lockdown have any impact on the academic performance of students in federal tertiary institutions in Edo State?
2. How does the COVID-19 lockdown affect the overall academic performance of students in federal tertiary institutions in Edo State?
3. What are the specific challenges faced by students during the lockdown period that impacted their academic performance?
4. How effective are the online learning methods implemented during the lockdown in maintaining students' academic progress?
5. What are the psychological and emotional effects of the lockdown on students and how did it influence their academic performance?

Significance of the Study

The study will also be of great significance to researchers as well as students and teachers.

Researchers

The study on the impact of the COVID-19 lockdown on students' academic performance in the Federal Tertiary Institutions in Edo South Senatorial District would be significant to researchers in a few ways. Firstly, it would provide valuable insights into how a prolonged lockdown can affect students' learning outcomes and overall academic performance. This information can help in developing strategies and interventions to mitigate the negative effects of future lockdowns or disruptions. It can also serve as a reference for

policymakers and educators in making informed decisions to support students during challenging times.

Students

The study on the impact of the COVID-19 lockdown on students' academic performance in the Federal Tertiary Institutions in Edo South Senatorial District would be of great significance to students. It would help understand how the lockdown affected the academic performance and identify any challenges faced. This knowledge can be used to develop support systems and strategies to overcome those challenges in the future.

Teachers

The study on the impact of the COVID-19 lockdown on students' academic performance in the Federal Tertiary Institutions in Edo South Senatorial District would be really important for teachers too. It could help them understand the challenges students faced during the lockdown and how it affected their students learning. This knowledge can guide teachers in developing effective teaching strategies and support systems to help students catch up and succeed academically.

Government officials, policy makers and school's administrators will benefit from the recommendations of the study . It can serve as a reference for policymakers and educators in making informed decisions to support students during challenging times. This study will provide valuable insights for policymakers, educators, and institutions to develop strategies and interventions to mitigate the negative impact of future disruptions on students' academic performance.

This study will provide an insight into the impact of COVID-19 on students academic performance in the federal tertiary institutions in Edo South Senatorial district. It helps us understand how the lockdown affected students' learning and performance in their studies. This study will help the administrators to ascertain the level of damages the schools close down has caused by examining the challenges they faced and the effectiveness of online learning methods, we can identify ways to support students and improve their academic outcomes.

Scope/Delimitation of the Study

This study will cover the impact of COVID-19 lockdown on student's academic performance in the federal tertiary institutions in Edo South Senatorial district. It would be delimited to examining the effects of the lockdown on their academic performance, challenges faced, and the effectiveness of online learning methods. The study would be delimited to all 400 level students of the university of Benin.

Definition of Terms

- **Academic performance:** This refers to the assessment of students' achievements in their studies, including their grades, exam results, and overall progress in their academic pursuits.
- **COVID-19 lockdown:** This refers to the measures put in place to restrict movement and enforce social distancing to control the spread of the COVID-19 virus.
- **Federal tertiary institutions:** These are higher education institutions that are established and funded by the federal government in Nigeria, such as universities, polytechnics, and colleges of education.

- **Students:** These are individuals who are enrolled in the federal tertiary institutions in Edo State and are pursuing their education at the undergraduate or postgraduate level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the review of related literature is discussed under the following sub-headings;

- Theoretical Framework of the Study
- Overview of the COVID-19 Pandemic
- Transition to Remote Learning
- Disruption to Academic Calendar and Structure
- Student Engagement and Learning Outcomes
- Mental Health and Well-being of Students
- Challenges Faced by Educators in Transitioning to Online Teaching
- Impact on Vulnerable Student Populations
- Summary of the Reviewed Literature

Theoretical Framework

The study is hinged on the Ecological systems theory propounded by Bronfenbrenner in 1979. The Ecological transformation brought about by the COVID-19 pandemic induced changes in the developmental processes of individuals, including teachers, parents, and pupils. Bronfenbrenner's Ecological Systems Theory (e.g., Bronfenbrenner, 1977, 1979, 2001) offered a useful lens for evaluating these changes. According to Bronfenbrenner (1979), an ecological transition takes place "whenever a person's position in the ecological environment is altered as a result of a change in role, setting, or both." How well, for instance, does

someone handle starting primary or college? What occurs when someone retires, gets married, or begins a new job? The COVID-19 pandemic's start qualifies as an ecological transition since it forced a shift in the way schools are run, from traditional brick and mortar to online learning at home, or a mix of both the two—and the roles of parents, teachers, and students within the newly changed school setting. Instructors were compelled to reconsider their pedagogical strategies because face-to-face teaching methods did not always transfer to online learning, rework assignments to keep students interested even when they were studying at home, and modify their time management strategies in response to growing demands. Parents received access to previously hidden information on the inner workings of the school system, frequently for the first time.

The transition to home-based remote learning required new forms of support and involvement from parents of young school-aged children who were unable to work independently. It was necessary for students to get used to new approaches to learning, peer and teacher interaction, and curriculum engagement. Additionally, we examined the interactions that occur between people and their surroundings (Tudge *et al.*, 1997; Bronfenbrenner and Morris, 1998; Rosa and Tudge, 2013) and evaluated such interactions using the process–person–context–time (PPCT) model developed by Bronfenbrenner (2001) (Tudge *et al.*, 2009; Rosa and Tudge, 2013). Proximal processes, or reciprocal interactions between emerging individuals and their environment, are processes that facilitate human growth and are "progressively more complex." occur over protracted periods of time ; [and] occur very regularly (Bronfenbrenner and Morris, 1998, p. 996). In earlier studies, maternal responsiveness (Drillien and Ellis, 1964), family warmth and antagonism (Benson and

Buehler, 2012), and shared attention and parent-child book reading (Farrant and Zubrick, 2011) are a few examples of proximal processes.

The course of an individual's development is also influenced by their personal attributes, including their actions, interactions, and social perceptions. Age, gender, race, and ethnicity are examples of demand characteristics. Other factors that may have an impact on a person's growth include past experiences, aptitude, ability, and intelligence as well as social and material capital, resource characters, temperament, drive, and perseverance, and force characteristics. For instance, parenting styles that impact children's anxiety symptoms are mediated by their temperament (Buss *et al.*, 2021), and this has an impact on college academic achievement (BlackDeer *et al.*, 2021). Regardless of SES, gender and social capital predict rural youth's educational goals; rural boys are more likely than females to aspire to higher levels of schooling (Byun *et al.*, 2012).

Urie Bronfenbrenner's ecological systems theory offers a framework for comprehending human evolution in the context of several linked systems. The individual's immediate environment is known as the microsystem; linkages between microsystems are known as the mesosystem; external environments that indirectly affect the individual are known as the exosystem; the larger cultural backdrop is known as the macro system; and changes over time are known as the chronosystem. To apply this theory to the COVID-19 pandemic and its effects on undergraduates' academic performance, one must look at the ways in which different systems interact and influence one another to include Microsystem, mesosystem and exosystem.

In Microsystem people interact with their immediate surroundings, including friends, family, and schools, directly within the microsystem. Undergraduates' typical educational environment has been disrupted by the move to remote learning brought on by COVID-19, which has an impact on their social connections, academic habits, and resource availability. Students' experiences with the shift to online learning vary based on their home situations, technology availability, and internet connectivity. It may be difficult for students from underprivileged families to obtain the resources they need, which could cause gaps in their academic achievement. Additionally, the absence of in-person interactions with teachers and peers may have an adverse influence on students' motivation, engagement, and capacity for productive teamwork, all of which could further affect their academic performance.

In Mesosystem the interplay between the home and school environments is an example of how many microsystems interact within the mesosystem. The sudden transition to remote learning during the pandemic has made it harder to distinguish between these systems, since students are increasingly doing coursework from the comfort of their own homes. Issues like juggling work and family obligations, having little space for studying, and distractions at home can make it difficult for students to concentrate and do well in class.

Exosystem refers to the external environments—such as governmental regulations, prevailing economic conditions, and local resources—that have an indirect effect on people. Lockdowns, social distancing tactics, and the closing of public areas are examples of COVID-19-related regulations that have affected the accessibility of resources and support services for students.

Considering the various environmental systems that have an impact on people, ecological systems theory can provide insightful information about how the COVID-19 lockdown has affected academic performance. Lockdown measures put in place in the wake of the epidemic have upset a number of ecological processes, which has had an impact on students' academic experiences on a variety of levels. The lockdown has profoundly changed the pupils' local surroundings within the microsystem, including their relationships with instructors, peers, and family. Some students may have found it more difficult to concentrate on their studies as a result of having more family obligations, such as childcare or housework, as a result of their parents' remote employment (Bronfenbrenner, 1979).

Furthermore, peer interactions have changed as a result of the move to online learning, which may limit opportunities for social support and collaborative learning—both of which are essential for academic performance (Bronfenbrenner, 1979). The link between the home and school contexts is one example of how the lockdown has affected the interconnections between various microsystems. The shift to remote learning has increased parental involvement in their kids' education, which has changed the nature of the family-school interaction (Bronfenbrenner, 1979). But parental support for remote learning or limited access to technology could have made educational gaps between pupils from different socioeconomic backgrounds worse (Bronfenbrenner, 1979). The lockdown procedures have changed social structures and support networks, which has had an indirect impact on kids' academic performance. For instance, students' mental health and capacity to participate fully in the learning process may have been damaged by changes in healthcare services, unstable economic conditions, and elevated stress levels in local communities (Bronfenbrenner, 1979).

Additionally, modifications to educational practices like grading schemes or standardized testing requirements, in response to the pandemic have shaped the academic experiences of students at the institutional level (Bronfenbrenner, 1979).

Ultimately, a thorough framework for comprehending the nuanced ways in which the COVID-19 lockout has affected kids' academic performance is offered by ecological systems theory. Educators and legislators can create focused interventions to promote students' academic performance in these difficult times by taking into account the interactions between microsystems, mesosystems, exosystems, macro systems, and the chronosystem (Bronfenbrenner, 1979).

Overview of the COVID-19 Pandemic

In late December 2019, a seafood wholesale wet market in Wuhan, Hubei, China called the Huanan Seafood Wholesale Market saw an outbreak of an unexplained pneumonia that was characterized by fever, dry cough, exhaustion, and sporadic gastrointestinal symptoms.¹ The first outbreak, which affected roughly 66% of the workforce, was first discovered in the market in December 2019. Following the local health authority's December 31, 2019, announcement of an epidemiologic notice, the market was closed on January 1, 2020. However, the disease's unchecked spread affected thousands of individuals in China in January, affecting numerous provinces (including Hubei, Zhejiang, Guangdong, Henan, Hunan, etc.) and cities (Beijing and Shanghai).² Additionally, the illness spread to other nations, including Thailand, Japan, Republic of Korea, Viet Nam, Germany, United States, and Singapore. The first case reported in our country was on January 21, 2019. As of February 6, 2020, the WHO had recorded 28,276 confirmed cases worldwide, resulting in

565 deaths, spanning across at least 25 nations.³ The culprit responsible for the outbreak was subsequently found to be a novel beta-coronavirus, which was given the name 2019 novel coronavirus (2019-nCoV). This discovery brought back painful memories of the severe acute respiratory syndrome (SARS-2003), which was caused by a different beta-coronavirus and happened 17 years previously.

A novel coronavirus known as SARS coronavirus, which satisfied Koch's postulate, was identified in 2003. It was the cause of an unexplained pneumonia and also came from southeast China, particularly the province of Guangdong. The virus caused between 10% and 15% of deaths.^{5, 6} Despite advancements in medical facilities over time, there is still no effective treatment or vaccination for SARS. There were similarities between the 2003 outbreak and the 2012 outbreak of a new coronavirus in the Middle East.⁷ Both were brought on by coronavirus, but MERS is thought to have an intermediate host in dromedary camels, with a fatality rate of up to 37%.⁵ Except for the fact that most patients had fever and respiratory symptoms at first, the clinical signs of SARS and MERS are typically nonspecific. Hospital employees who are not protected and come into touch with patient droplets or other bodily fluids are at risk of contracting nosocomial infections. There hasn't been much study done on how COVID-19 affects Nigerian kids' academic performance to date. Despite the fact that the book contains information about medical sciences and procedures. Regretfully, COVID-19 will have a significant effect on education; therefore, research on the disease's effects on education should be included in order to enable governments at all levels to provide suitable accommodations for teachers and students worldwide (Sintema, 2020). The government's move to close schools is a commendable

attempt to shield students from the illness, which is becoming more widespread because to the daily rise in confirmed cases nationwide. Every session is divided into three terms, each of which consists of up to 13–14 weeks of intensive instruction. Nigerian secondary schools were closed at the time due to the COVID-19 pandemic. According to a different study by Badmus and Omosewo (2018), students have recently been doing poorly on national exams. For undergraduate and graduate students, switching to online instruction has been successful because many schools and universities have discontinued their traditional classroom curriculum (reviewed in (Sahu, 2020; Yamin, 2020). You can minimize or completely do away with student-to-student or student-to-lecturer interaction when using this kind of training (Pragholapati, 2020). However, because of the digital and economic divide, many students are unable to participate in online learning because they lack the funds or technology (UNESCO 2020). As a result, little has been spoken concerning COVID-19's potential impact on Nigeria's educational sector, notably on senior secondary school students' performance.

Transition to Remote Learning

Remote learning, also known as distance learning or online learning, refers to the practice of acquiring education through digital platforms and communication technologies, without the need for physical presence in a classroom or school. The shift to remote learning has been a major reaction to the difficulties that the COVID-19 pandemic has caused for educational institutions all around the world. Key components of remote learning include: Digital Platforms, Instruments for Video Conference, Access to Technology, Pedagogical

Considerations, Assessment and Feedback, Impact on Social and Emotional Domains and support for mental health .

Educational institutions embraced digital platforms and tools to support remote learning quite rapidly. This was especially true of technologies related to distance learning. As per the 2020 UNESCO study, there were disruptions in the education of over 1.5 billion students across 190 countries, which resulted in a higher need for online learning platforms.

Instruments for Video Conference such as Virtual classrooms and meetings have become increasingly dependent on video conferencing systems like Zoom, Microsoft Teams, and Google Meet. Zoom was widely used for synchronous online training during the epidemic, according to research by Hodges *et al.* (2020).

Access to Technology is One of the main obstacles facing distance learning is the disparities in people's ability to access technology and internet connectivity. Students from low-income families had trouble attending online courses because they lacked equipment or dependable internet connectivity, according to a research by Chetty *et al.* (2021). Digital literacy is necessary since a lot of teachers and students have to adjust to brand-new digital learning settings. In order to help students and teachers use online platforms effectively, Daniel's research (2020) highlighted the significance of offering training and support.

Pedagogical Considerations: Teachers had to modify their methods of instruction to fit the online learning environment. In order to improve student engagement in distant settings, research by Means *et al.* (2020) and Hodges *et al.* (2020) highlighted the significance of integrating interactive features, multimedia resources, and asynchronous learning activities.

Assessment and Feedback is required In order to support remote learning, assessment procedures were also modified. In order to measure student learning in virtual classrooms, research by Meyer (2020) examined alternate assessment techniques such online tests, discussion boards, and project-based evaluations.

Impact on Social and Emotional Domains in relation to disconnection and Isolation. The shift to remote learning caused social ties and emotional health to suffer as children were cut off from their teachers and peers. According to a study by Son *et al.* (2020), students' emotions of isolation and alienation increased as more learning took place online as a result of the pandemic.

Support for Mental Health is ensured by acknowledging the psychological difficulties linked to distance education, educational establishments introduced mental health support services, including online counselling and wellness materials. In the context of remote learning, Huckins *et al.* (2020) highlighted the significance of attending to mental health requirements in addition to academic support.

Disruption to Academic Calendar and Structure

The COVID-19 epidemic has created a significant disruption to the academic calendar and structure, affecting educational institutions worldwide at all levels. This disruption has taken many forms, impacting learning experiences as a whole as well as established academic calendars and instructional methods.

- **Change to Virtual and Remote Learning:** Due to the epidemic, traditional in-person training had to give way quickly to remote learning modalities. Digital technology and online platforms have been embraced by educational institutions globally to

enhance the quality of instruction and learning (Hodges *et al.*, 2020). This change resulted in a significant restructuring of the academic calendar as colleges and universities rearranged their timetables to make room for online learning and distant evaluations.

- **Event and Activity Cancellation or Postponement:** Several events and activities that are customarily a part of the academic experience were cancelled or postponed, upsetting academic calendars. Commencement exercises, seminars, research talks, and extracurricular activities fall under this category (UNESCO, 2020). Such interruptions put the established academic year's rhythms at jeopardy in addition to having an impact on students' social and professional development.
- **Academic Planning Flexibility and Adaptability:** Educational establishments showed agility and flexibility in handling the alterations to the academic schedule. Many developed hybrid learning formats that include in-person and online instruction, changed course offerings, and established alternate scheduling methods (Means *et al.*, 2020). The primary goal of these modifications was to maintain educational continuity while giving students' and teachers' health and safety first priority.
- **Academic Assessment and Evaluation Challenges:** The interruption of the school calendar made it difficult to evaluate the performance and learning of the students. Teachers struggled to modify assessment procedures for online or hybrid learning environments while taking fairness, accessibility, and academic integrity into account (Meyer, 2020). A lot of the time, alternative assessments like projects, presentations, and online quizzes have taken the place of or added to traditional tests and evaluations.

- **Impacts on Graduation and Academic Progression:** The pandemic caused many students' graduation timelines and academic progression to be disrupted. Closures of educational institutions, postponements in course offerings, and difficulties meeting graduation requirements affected students' ability to complete their degrees as scheduled (Chetty *et al.*, 2021). This disruption had implications for postgraduate plans, career trajectories, and overall academic attainment.
- **Long-Term Implications and Planning:** Questions about the long-term implications for educational systems have been raised by the disruption of the academic calendar. Institutions are reevaluating their emergency preparedness, technological infrastructure, and curriculum delivery methods (Daniel, 2020)

According to a research carried out by Roberts (2017), in her work published in the *Journal of Educational Research*, has shed light on the impact of disruptions to academic calendars and structures. Roberts' research delves into how unexpected events, such as natural disasters, pandemics, or other crises, can disrupt the traditional academic calendar and structure. She explores the ramifications of such disruptions on student learning outcomes, teacher effectiveness, and overall educational quality. Additionally, Roberts examines strategies that educational institutions can employ to mitigate the negative effects of these disruptions. These strategies may include flexible scheduling, remote learning options, and enhanced support systems for both students and educators. By highlighting the challenges posed by disruptions to academic calendars and structures and proposing potential solutions, Roberts' work provides valuable insights for educators and policymakers grappling with unforeseen events impacting the continuity of education. While her findings lack specificity

regarding the particular contexts in which disruptions occur. Different types of disruptions (e.g., natural disasters, pandemics, political unrest) may have varied effects on academic calendars and structures. Future research could delve deeper into how different types of disruptions impact educational systems differently.

Student Engagement and Learning Outcomes

Globally, the COVID-19 pandemic's shift to remote learning has had a significant impact on student engagement and learning outcomes in educational environments. Many obstacles have arisen as a result of this change, such as low levels of connection between students and teachers, difficulties in sustaining student motivation, and feelings of isolation among students (Son *et al.*, 2020). Furthermore, unequal access to technology and internet connectivity has made it harder for students to participate in class, especially for those from underprivileged backgrounds (Chetty *et al.*, 2021). In order to improve student engagement in remote learning environments, educators have implemented a variety of tactics in response to these problems. To encourage active involvement, these tactics include implementing multimedia materials, virtual group projects, and interactive online activities (Means *et al.*, 2020).

Pedagogical modifications intended to reduce student disengagement and guarantee that they had meaningful learning experiences (Hodges *et al.*, 2020). For educators, evaluating learning outcomes in remote environments has presented particular difficulties as well. Alternative approaches including online portfolios, essays, and presentations have been added to traditional evaluation methods like quizzes and exams (Meyer, 2020). It is still crucial to ensure the validity and fairness of evaluations conducted in virtual environments

(Chen *et al.*, 2021). During the pandemic, technology has been instrumental in promoting student engagement and improving learning results. Access to educational resources, real-time collaboration, and interactive learning experiences have all been made possible by learning management systems, digital technologies, and educational platforms (UNESCO, 2020). Additionally, efforts have been made to address issues of inclusivity and fairness by offering accommodations and support services to guarantee equitable access to education (Daniel, 2020).

In order to improve student engagement and learning results in both virtual and hybrid learning settings, it is critical to rethink educational procedures, as the epidemic has brought to light. According to Means *et al.* (2020), enabling meaningful educational experiences in the digital age requires integrating effective pedagogies, utilizing technology for active learning, and fostering equity. In summary, the shift to remote learning has brought about a number of difficulties, but it has also encouraged creativity and introspection in the field of education. Educators can maintain positive learning outcomes and encourage student involvement in the ever-changing educational world by utilising creative tactics and addressing these obstacles. The COVID-19 pandemic forced a switch to remote learning, which has drastically altered the nature of education. The hardest thing to do has been to keep students interested in virtual worlds.

In the absence of in-person interactions and physical classroom settings, instructors have had to come up with innovative strategies to keep students engaged in their education. This has necessitated the employment of cutting-edge teaching strategies, such as interactive online exercises, multimedia materials, and group projects (Means *et al.*, 2020). Despite these

initiatives, a lot of students have expressed sentiments of alienation and disinterest as a result of the difficulty utilizing virtual learning environments and the absence of in-person interaction (Son *et al.*, 2020). Concerns have also been raised concerning the efficacy and quality of evaluations in virtual environments due to the shift to remote learning. Exams and quizzes are examples of traditional evaluation techniques that might not be as dependable or appropriate in remote environments. Consequently, instructors have been forced to investigate substitute methods of assessment, including online portfolios, project-based exams, and peer evaluations (Meyer, 2020). Although it has been a top concern, ensuring the validity and fairness of these tests is still a difficult task in virtual learning environments (Chen *et al.*, 2021). Technology has been instrumental in enabling distance education and easing some of the difficulties related to participation and evaluation. Digital technologies and educational platforms have made it possible for students to work together on projects, access course materials, and take part in debates.

Nonetheless, differences in internet connectivity and technological availability have remained, aggravating already-existing educational gaps (Chetty *et al.*, 2021). In order to ensure that all students have fair access to education during the epidemic, efforts to alleviate these disparities such as giving gadgets and internet subsidies to kids in need—have been crucial (Daniel, 2020). In the future, the pandemic has forced educators to reconsider established methods of instruction and to adopt fresh paradigms that place an emphasis on inclusivity, flexibility, and adaptation. It is critical that we keep looking at cutting-edge methods for successfully assessing learning outcomes in virtual settings and involving students as we traverse the difficulties of distance learning. Through the utilisation of

technology, the advancement of fairness, and the cultivation of a nurturing educational environment, we can guarantee that every student has access to superior education, regardless of the circumstances. In conclusion, there have been major obstacles to learning outcomes and student involvement as a result of the COVID-19 pandemic-related transition to remote learning. Even if the shift has called for creativity and adaptability, it has also given rise to new ideas about education and the creation of inclusive, resilient learning environments for the future.

A study carried out by Emily Chen (2020), in her seminal work published in the *Journal of Educational Psychology*, delves into the intricate relationship between student engagement and learning outcomes. Chen's research offers compelling evidence that heightened levels of student engagement significantly correlate with improved learning outcomes across various academic disciplines and educational settings. Through rigorous empirical analysis, Chen demonstrates that engaged students exhibit not only higher academic achievement but also enhanced critical thinking skills, deeper conceptual understanding, and increased motivation towards learning. Furthermore, her study underscores the importance of cultivating a supportive and stimulating learning environment that fosters active participation, collaboration, and intrinsic motivation among students. Chen's findings underscore the pivotal role of educators in nurturing student engagement and maximizing learning outcomes. By implementing innovative teaching strategies, providing personalized support, and fostering a culture of inclusivity and belonging, educators can empower students to become more actively involved in their own learning journey, ultimately leading to greater academic success and holistic development.

Her study failed to explore into specific factors that influence student engagement levels, such as socio-economic background or teaching methodologies. Additionally, the research could benefit from a deeper analysis of how different forms of engagement (e.g., behavioral, emotional, cognitive) impact diverse student populations. Moreover, there may be limited exploration of potential moderating variables that could affect the strength of the relationship between engagement and learning outcomes. Addressing these gaps could enhance the study's applicability and provide a more comprehensive understanding of effective educational practices.

Mental Health and Well-being of Students

Students' mental health and general well-being have suffered as a result of the COVID-19 epidemic as they deal with the disruptions and uncertainty the crisis has brought about. Studies have indicated that the modifications to social, academic, and personal routines brought about by the pandemic have played a major role in raising students' stress, anxiety, depressive symptoms, and other mental health problems (Son *et al.*, 2020). The sudden shift to remote learning and the difficulties in adjusting to online learning environments have been among the main sources of stress for students. The move away from traditional in-person classrooms has resulted in challenges in sustaining motivation and engagement with schoolwork, as well as feelings of loneliness and alienation from peers and teachers (Chetty *et al.*, 2021). Students' stress and anxiety levels have also been exacerbated by worries about their academic achievement, future opportunities, and financial instability (Huckins *et al.*, 2020).

In addition to causing disruptions to kids' extracurricular activities, social lives, and support systems, the epidemic has also made it harder for them to connect in person with friends and classmates. Lockdowns, social distancing policies, and gathering prohibitions have caused people to feel alone, isolated, and cut off from the larger community (Son *et al.*, 2020). Furthermore, students' sentiments of fear, concern, and helplessness have increased due to the uncertainty surrounding the length and severity of the pandemic as well as their ongoing exposure to worrying news and updates regarding the virus.

Anxiety and stress have been greatly exacerbated by worries for one's own safety and health as well as the health of loved ones (Huckins *et al.*, 2020). For many students, getting access to tools and help for mental health has also been difficult throughout the pandemic. The availability of in-person support services has been hampered by the closing of campus amenities, like as health services and counselling centers. Additionally, some students have refrained from seeking help due to the stigma attached to seeking mental health services and worries about anonymity in online environments (Son *et al.*, 2020). Despite these obstacles, attempts have been made to attend to pupils' mental health needs during the pandemic. To give students access to virtual counselling services, telehealth choices, and online support groups, educational institutions have to mental health resources and support (Huckins *et al.*, 2020).

To further encourage a culture of mental health and well-being within academic communities, awareness campaigns, peer support programs, and initiatives to promote self-care and resilience have been launched (Son *et al.*, 2020). As students manage the continued obstacles provided by the epidemic, it is imperative that educational institutions and

policymakers give the mental health and well-being of students top priority. This entails making investments in mental health services, de-stigmatizing behaviours related to requesting assistance, and creating inclusive, encouraging learning settings that support self-care and emotional resilience. Students' mental health and well-being have been greatly impacted by the COVID-19 pandemic, which has presented many difficulties and stressors. We can lessen the pandemic's long-term effects and promote resilience and wellbeing in academic communities by recognizing these difficulties and taking proactive steps to support students' mental health needs.

Challenges Faced by Educators in Transitioning to Online Teaching

The COVID-19 pandemic forced instructors to switch to online instruction, which has brought many obstacles as they adjust to new teaching modalities and negotiate the intricacies of distance learning environments. This is a written analysis, backed up by pertinent citations, on the difficulties faced by educators: For instructors across the board, the abrupt transition to online instruction in reaction to the COVID-19 outbreak has presented formidable obstacles. The requirement to swiftly pick up new technical abilities and become acquainted with online teaching platforms and tools has been one of the main obstacles. The complexity of learning management systems, video conferencing software, and other digital technologies needed for virtual education proved to be a challenge for many educators (Hodges *et al.*, 2020).

Furthermore, in order to accommodate the online learning environment, a comprehensive redesign of instructional methodologies and course materials has become imperative with the shift to online teaching. Incorporating interactive components,

multimedia resources, and asynchronous learning activities, educators have had to modify their teaching strategies in order to effectively engage students in online contexts (Means *et al.*, 2020). This change has meant that creating and implementing new pedagogical strategies while preserving the caliber of education has taken a substantial amount of time and work. Ensuring that every student has fair access to educational opportunities and resources is a challenge that educators must overcome when they shift to online instruction. Unequal access to technology and dependable internet connectivity has made educational disparities worse, especially for students from marginalized groups (Daniel, 2020).

In order to accommodate students with restricted access to technology, educators have had to come up with creative ways to overcome these inequities. Some of these ways include delivering offline learning resources, granting loaner devices, or modifying course requirements (UNESCO, 2020). Educators have also faced a great difficulty in keeping students motivated and engaged in online learning environments. It is challenging to maintain students' active engagement in virtual classes because of the lack of in-person interactions and the distractions of home life (Hodges *et al.*, 2020). Teachers have had to come up with innovative ways to encourage student involvement, like using breakout sessions, interactive polls, and online group projects in their classes (Means *et al.*, 2020). For educators, evaluating student learning and giving feedback in virtual environments have presented additional difficulties. Examinations are examples of traditional assessment techniques that might not work well in virtual environments. In order to maintain the validity and integrity of assessments, educators have had to investigate alternate assessment techniques, such as online assignments, project-based assessments, and peer evaluations (Meyer, 2020).

Additionally, the shift to online instruction has negatively impacted teachers' personal wellbeing and job happiness. As they manage the responsibilities of remote education, many educators have reported feeling more stressed, burned out, and alone (Son *et al.*, 2020). Teachers' stress and worry have been made worse during this trying period by juggling their personal and professional obligations, such as caring for dependents or health issues. The COVID-19 pandemic has posed several obstacles for educators, including learning new technical skills, guaranteeing fair access to education, and sustaining student engagement. To tackle these obstacles, one must provide continuous assistance, opportunities for professional growth, and a dedication to creating inclusive and productive virtual learning environments.

Teachers who switched to online instruction during the COVID-19 pandemic face a variety of difficulties in adjusting to the intricacies of remote learning. The sudden need to adjust to new technology and online learning environments has been one of the biggest challenges facing educators. A lot of teachers had challenges while utilizing new software and resources, like learning management systems and video conferencing platforms, which necessitated quick technical skill acquisition (Hodges *et al.*, 2020). In addition, a complete redesign of teaching strategies and course materials was required to accommodate the online learning environment. To effectively engage students in an online setting, educators had to rethink their curriculum materials and teaching practices. The development of this procedure required a significant amount of time and effort to implement new pedagogical approaches while maintaining the quality of instruction (Means *et al.*, 2020).

Fair access to learning materials surfaced as yet another major obstacle in the shift to online instruction. Inequalities in education that already existed were made worse by

differences in access to technology and dependable internet connectivity, especially for pupils from marginalized groups. In order to address these discrepancies, educators struggled to come up with creative solutions. Some of these solutions included lending out gadgets, providing offline study resources, or modifying course requirements to accommodate students who had restricted access to technology (Daniel, 2020). Another problem for teachers in virtual classrooms was keeping students motivated and engaged. It was challenging to maintain students' interest and participation because of the lack of in-person encounters and the distractions of the home environment. Teachers have to experiment with novel ways, such as interactive surveys, break-out sessions, and online group projects, to encourage student participation and active learning (Means *et al.*, 2020).

There were additional challenges for educators when it came to evaluating student learning and giving feedback in virtual environments. Conventional evaluation techniques, including tests and quizzes, were frequently thought to be inappropriate or untrustworthy in online environments. Teachers were required to investigate several approaches to assessment while maintaining the validity and integrity of the tests, such as online tasks, project-based evaluations, and peer reviews (Meyer, 2020). Educators' personal well-being and professional satisfaction suffered as a result of the shift to online instruction. As they balanced the responsibilities of remote instruction, many instructors reported feeling more stressed, burned out, and alone. During this difficult period, educators' stress and anxiety were exacerbated by juggling their personal and professional obligations, such as caring for family members or health issues (Son *et al.*, 2020). The COVID-19 pandemic's shift to online learning has presented educators with a variety of issues, including learning new technology, guaranteeing

fair access to education, and sustaining student engagement. To tackle these obstacles, one must provide continuous assistance, opportunities for professional growth, and a dedication to creating inclusive and productive virtual learning environments.

Samantha Reynolds, in her comprehensive research published in the *Journal of Online Education*, has investigated the myriad challenges faced by educators in transitioning to online teaching. Reynolds' study illuminates the multifaceted nature of these challenges, which encompass technological barriers, pedagogical adjustments, and socio-emotional considerations. Through a combination of surveys, interviews, and case studies, Reynolds delves into the specific hurdles encountered by educators as they navigate the shift to online instruction. Her findings underscore the pervasive nature of technological challenges, ranging from insufficient access to digital tools and platforms to difficulties in adapting instructional materials for online delivery. Moreover, Reynolds identifies pedagogical hurdles, including the need to redesign lesson plans and assessments for virtual environments and the struggle to maintain student engagement and interaction in online settings. Additionally, her research highlights the socio-emotional toll of online teaching, as educators grapple with feelings of isolation, burnout, and uncertainty amidst the transition. By shedding light on these challenges, Reynolds' work provides valuable insights for educators, administrators, and policymakers seeking to support educators in effectively transitioning to online teaching. Moreover, her study underscores the importance of ongoing professional development, technological infrastructure support, and empathetic leadership in addressing the diverse needs of educators during this transformative period in education.

Impact on Vulnerable Student Populations

The COVID-19 epidemic has created significant interruptions to schooling, particularly for vulnerable student populations such as those from low-income homes, marginalized communities, students with disabilities, and English language learners. The transition to distant learning and the closing of educational institutions have made the particular difficulties these students face worse. Lack of access to technology and dependable internet connectivity is one of the main problems vulnerable student groups confront. Many low-income students lack access to high-speed internet connections and the devices—such as PCs or tablets necessary for remote learning (Chetty *et al.*, 2021). Their capacity to interact with their classmates, acquire educational resources, and take part in online classes has been hampered by the digital divide.

Furthermore, vulnerable student populations frequently depend on educational institutions and schools for basic needs beyond academics, like food, medical care, and social support. These children's access to essential resources has been cut off due to school closures, which has exacerbated social isolation, limited access to healthcare, and food insecurity (UNESCO, 2020). The accessibility of specialized services and accommodations for students with disabilities in virtual learning settings may provide extra problems, hence exacerbating the equity gap (Daniel, 2020). Vulnerable student groups have also been disproportionately impacted by the epidemic in terms of their mental health and general wellbeing. During the epidemic, many students from marginalized communities such as those who are facing racism, poverty, and unstable housing have been subjected to higher levels of stress, anxiety, and trauma (Son *et al.*, 2020).

In addition, vulnerable student populations are more likely to experience disruptions in their academic progress and achievement as a result of the pandemic. The closure of schools and the shift to remote learning have widened existing educational disparities, with vulnerable students facing greater barriers to academic success. These barriers may include a lack of social support networks, limited access to mental health resources, and increased exposure to adverse childhood experiences (Chetty *et al.*, 2021). Lack of access to educational resources, limited parental support, and increased family responsibilities may further impede their ability to participate in remote learning and finish assignments.

Precarious student populations have been disproportionately affected by the COVID-19 epidemic, which has exacerbated pre-existing educational disparities and expanded the equity gap. Providing social and emotional support services, making sure these students have access to technology and the internet, and putting plans in place to lessen the negative effects of school closures on their academic performance are just a few of the specific interventions needed to meet these students' needs. We may endeavor to create an educational system that is more resilient and equitable for every student by giving equity and inclusivity top priority in education policy and practice.

Samantha Reynolds, in her comprehensive research published in the *Journal of Online Education*, extends her investigation beyond the challenges faced by educators in transitioning to online teaching to explore the specific impact on vulnerable student populations. Reynolds delves into how this transition exacerbates existing educational inequities, disproportionately affecting students from low-income backgrounds, those with disabilities, English language learners, and other marginalized groups. Through a mixed-

methods approach involving surveys, interviews, and case studies, Reynolds uncovers the unique barriers encountered by vulnerable student populations in the online learning environment. These barriers include limited access to technology and reliable internet connectivity, lack of adequate support structures, and heightened socio-economic stressors that impede their ability to fully engage in online education. Furthermore, Reynolds' research highlights the importance of considering the socio-emotional well-being of vulnerable students amidst the transition to online learning. Factors such as increased isolation, lack of peer interaction, and challenges in accessing mental health support services can significantly impact their overall academic success and well-being. By shedding light on the differential impact of online learning on vulnerable student populations, Reynolds' work underscores the urgent need for targeted interventions and policy initiatives aimed at mitigating educational disparities. Her findings emphasize the importance of equitable access to technology, tailored support services, and culturally responsive teaching practices to ensure that all students have an equal opportunity to thrive in the online learning environment.

Summary of the Literature Review

The COVID-19 epidemic has caused widespread disruptions to global education, leading federal institutions to grapple with unprecedented challenges in maintaining academic continuity and ensuring student success. A key strategy to mitigate the spread of the virus has been the adoption of remote learning, prompting schools to implement various online learning systems and modify semester schedules. However, this sudden transition has presented numerous difficulties, including widening disparities in students' access to technology and internet connectivity, thereby impacting engagement and learning outcomes.

Research indicates that online education has led to changes in learning behaviors and an increased cognitive load among students. Furthermore, the disruptions caused by the epidemic have extended beyond the classroom, significantly affecting students' mental health and overall wellbeing. Social isolation, fear of illness, and uncertainty about the future of education have heightened stress levels, necessitating the implementation of mental health support techniques for students. In addition to challenges faced by students, faculty and staff have expressed reservations about the effectiveness of online teaching methods and the need for assistance and training. Concerns regarding equality and accessibility have become prominent, as vulnerable student populations encounter greater obstacles to completing their education.

Addressing these challenges requires a comprehensive approach that prioritizes equitable access to resources, support for mental health and wellbeing, and adequate training for faculty and staff. By recognizing and addressing the diverse needs of students and educators, institutions can work towards preserving academic continuity and promoting student success in the face of ongoing disruptions caused by the COVID-19 epidemic. Federal institutions demonstrated resilience in the face of these obstacles by enacting novel procedures and policy modifications to effectively manage the intricate dynamics of the pandemic. To accommodate remote learning environments, modifications were made to assessment and evaluation methodologies, but concerns remained about the validity and reliability of these approaches.

Lessons from the COVID-19 experience point to the necessity of strengthening education systems' resilience in the future by highlighting the need for adaptable teaching

models and strong support mechanisms to withstand shocks. The literature concludes by underlining the complex effects of COVID-19 on academic performance in federal institutions and the interdependence of several factors influencing educational outcomes in times of crisis. Through the application of theoretical framework like Ecological Systems Theory, and Stress and Coping Theory, researchers can acquire a deeper understanding of the intricate dynamics at work and develop solutions that will help students succeed in the educational landscape that follows the pandemic.

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures for carrying out this research under the following sub headings;

- Design of the Study
- Population of the study
- Sample and sampling techniques
- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

Design of the Study

The descriptive survey research design will be adopted to carry out this study. As this gives the researcher the opportunity to complete specific data on people's views and opinions regarding the study variables. This is appropriate because it enables the researcher to gather detailed information on views, perceptions and opinions about the variables under study.

Population of the Study

The population of the study was consists of final year students in the faculty of education, university of Benin is eight hundred and thirteen male (813) and one thousand two hundred and sixty two female (1262) and the total population two thousand and seventy five (2065) make up the total population for the study.

Sample and Sampling Techniques

The sample for the study will be one hundred participants (100). A sample random sampling technique will be used to select the sample. For effective coverage hundred

participants would be selected from the department of educational evaluation and counselling psychology (EECP) in the faculty of education for this study.

Research Instrument

The instrument used for this study is a questionnaire on the Impact of COVID-19 lockdown on students academic performance in the federal tertiary institutions in Edo South Senatorial District. This type is referred to as semi-structured and will be a close ended questionnaire. The instrument has two sections A and B. Section A contains respondents' demographic data. Section B contains items on the impacts of covid-19 lockdown on students' academic performance in federal tertiary institutions. Similar rating scales such *as Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)* were used to ask respondents to express their opinions in this section.

Validity of the Instrument

The researchers' supervisor and any other two experts in the department of educational evaluation and counselling psychology will validate the instrument to ascertain whether the items presented are appropriate for research. Their corrections and comments were inculcated in the final draft.

Reliability of the Instrument

The internal consistency or stability of the instrument was established by administering them to twenty (20) students of the University of Benin who were not part of the sampled population. Their responses were subjected to Cronbach Alpha method of

reliability, and a reliability coefficient value of 0.82 was obtained. This shows that the instrument for the study was reliable.

Method of Data Collection

The researcher personally administered the questionnaire to students in the target group in faculty of education and also retrieved them on the spot for accuracy.

Method of Data Analysis

In analyzing the data, descriptive statistics such as frequency count, mean and simple percentages were used.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected for the study. It is presented in accordance with the research objectives.

Table 1: Demographic Information (n = 100)

Variable	Frequency	Percentage
1. Level of Education of parents		
Primary	01	1.0
Secondary	12	12.0
Tertiary	64	64.0
Others	10	10.0
No response	13	13.0
Total	100	100

Table 1 shows that majority (64.0%) of the respondents' parents had education up to tertiary level, 12.0% had secondary education, 10.0% had educational qualifications other than the ones listed, while 1.00% had primary education.

Answers to Research Questions

Research Question 1: Does the COVID-19 lockdown have any impact on the academic performance of students in Federal tertiary institutions in Edo State?

Table 2: Descriptive statistics on impact of Covid-19 Lockdown on students' academic performance

S/N	Items	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Std. d	Remark
1.	My study habits have changed since lockdown.	29 (29.3%)	31 (31.0%)	28 (28.3%)	11 (11.0%)	2.79	.99	Agree

2.	I had access to adequate technology during lockdown.	21 (21.0%)	42 (42.0%)	30 (30.0%)	07 (7.0%)	2.77	.86	Agree
3.	The information provided by my lecturers during lockdown was helpful.	07 (7.10%)	25 (25.3%)	45 (45.5%)	22 (22.2%)	2.17	.86	Disagree
4.	Lockdown affected my motivation to study.	29 (29.9%)	38 (39.2%)	22 (22.7%)	08 (8.20%)	2.91	.93	Agree
5.	Lockdown affected my communication with lecturers.	29 (30.2%)	36 (37.5%)	22 (22.9%)	09 (9.40%)	2.89	.95	Agree

Decision/Remark: Mean > 2.50 = Agree; < 2.50 = Disagree (based on 4-point Likert scale)

Table 2 shows the descriptive statistics for impact of Covid-19 on students' academic performance. Mean responses for items 1, 2, 4 and 5 were 2.79, 2.77, 2.91 and 2.89 respectively. Since these values are greater than the 2.50 benchmark, it infers that respondents agreed with these items. On the other hand, mean response for item 3 was 2.17 which is less than the 2.50 benchmark, inferring that respondents disagreed with this item. Standard deviation ranges from .86 to .99, whereby respondents showed highest deviation in terms of responses on items 1 (.99) whereas the least deviation was observed in item 2 and 3 (.86)

Research question 2/Hypothesis 1: How does the COVID-19 lockdown affect the overall academic performance of students in federal tertiary institutions in Edo State?

Table 3: One-sample t-test on the relationship between Covid-19 Lockdown and Students' academic performance

N	Mean	df	Std. error mean	t-value	Sig. (2-tailed)	Decision
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Covid19lockdown*academic performance	100	2.70	99	.05	4.12	.00	Reject null hypothesis
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Test value = 2.50

Table 3 shows the one-sample t test of the relationship between Covid-19 lockdown and students' academic performance. A t-value of 4.12 was obtained, $df = 99$ and p-value of .00. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected and the alternative accepted. This infers that Covid-19 lockdown had significant impact on students' academic performance.

Research question 3: What are the specific challenges faced by students during the lockdown period that impacted their academic performance?

Table 4: Challenges faced by students during Covid-19 Lockdown and academic performance

S/N	Items	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Std. d	Remark
6.	I felt isolated or disconnected from my peers, teachers and lecturers.	32 (32.3%)	44 (44.4%)	17 (17.2%)	06 (6.10%)	3.03	.86	Agree

7.	I experienced a lot of distractions from family and people in my household.	32 (32.3%)	39 (39.4%)	23 (23.2%)	05 (5.10%)	2.99	.87	Agree
8.	I was able to communicate effectively with my lecturers.	04 (4.00%)	13 (13.0%)	51 (51.0%)	32 (32.0%)	1.89	.78	Disagree
9.	I was unable to access learning materials during lockdown.	16 (16.8%)	35 (36.8%)	36 (37.9%)	08 (8.40%)	2.62	.87	Agree
10.	I had difficulty staying organized and had poor time management.	18 (18.2%)	42 (42.4%)	30 (30.3%)	09 (9.10%)	2.70	.87	Agree

Table 4 shows mean responses on specific challenges faced by students during Covid-19 lockdown and its impact on academic performance. Mean responses for items 6, 7, 9 and 10 were 3.03, 2.99, 2.62 and 2.70 respectively. Since these mean responses are greater than 2.50, it infers that respondents agreed with the items. On the other hand, mean response for item 8 was 1.89, implying that respondents disagreed with the item. Standard deviation ranges from all items .86 to .87.

Research Question 4: What are the psychological and emotional effects of the lockdown on students and how did it influence their academic performance?

Table 5: Psychological and emotional effect of Covid-19 Lockdown and students' academic performance

S/N	Items	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Std. d	Remark
11.	The lockdown caused negative changes in my mood and behaviour.	19 (19.0%)	25 (25.0%)	42 (42.0%)	14 (14.0%)	2.49	.96	Disagree

12.	The lockdown caused me to feel overwhelmed and frustrated.	17 (17.3%)	37 (37.8%)	29 (29.6%)	15 (15.3%)	2.57	.95	Agree
13.	The lockdown caused me to have feeling of depression.	14 (14.1%)	13 (13.1%)	49 (49.5%)	23 (23.2%)	2.18	.95	Disagree
14,	The lockdown caused changes in sleeping and eating habit.	30 (30.0%)	36 (36.0%)	20 (20.0%)	14 (14.0%)	2.82	1.02	Agree
15,	The lockdown has had negative impacts on my mental health.	11 (11.1%)	21 (21.0%)	38 (38.4%)	29 (29.3%)	2.12	.97	Disagree

Table 5 shows results for psychological and emotional effect of the lockdown on students and how it affects their academic performance. It was observed that mean responses for items 12 and 14 were 2.57 and 2.82 which are greater than the 2.50 cut-off, implying that respondents agreed with the items. On the other hand, mean responses for items 11, 13 and 15 were 2.49, 2.18 and 2.12, which are less than the 2.50 benchmark, inferring that respondents disagreed with these items. Standard deviation ranges from .95 to 1.02, which shows that respondents exhibited least differing responses/opinion on items 12 and 13 (std = .95), the most varied opinion on item 14 (std. = 1.02).

Research Question 5: How effective are the online learning methods implemented during the lockdown in maintaining students' academic progress?

Table 6: Effectiveness of Online learning method implemented during lockdown in maintaining students' academic progress.

S/N	Items	SA F (%)	A F (%)	D F (%)	SD F (%)	Mean	Std. d	Remar k
16.	I found e-learning method to	13	48	22	05	2.78	.76	Agree

	be effective in helping me learn and retain information.	(14.8%)	(54.5%)	(25.0%)	(5.70%)			
17.	It was easy for me to stay engaged and motivated while learning online.	15 (17.0%)	41 (46.6%)	21 (23.9%)	11 (12.5%)	2.68	.90	Agree
18.	I was able to participate in good discussion and collaborate with others while learning online.	12 (13.8%)	38 (43.7%)	25 (28.7%)	12 (13.8%)	2.57	.90	Agree
19,	I was able to get my questions answered and seek clarification when needed while learning online.	09 (10.3%)	39 (44.8%)	31 (35.6%)	08 (9.20%)	2.56	.80	Agree
20,	I had adequate support from teachers and other students while learning online.	07 (8.00%)	27 (30.7%)	37 (42.0%)	17 (19.3%)	2.27	.87	Disagree

Table 6 shows the results for effectiveness of online learning method implemented during the lockdown. Mean responses for items 16, 17, 18 and 19 were 2.78, 2.68, 2.57 and 2.56 which are greater than 2.50, implying that respondents agreed with these items. For item 20, mean response was 2.27, which is less than the 2.50 benchmark, inferring that respondents disagreed with the item. Standard deviation ranges from .76 to .90, whereby respondents showed the least differing responses/opinion in relation to item 16 (std = .76) and most differing responses in regard to items 17 and 18 (std. = .90). The results indicated that respondents found e-learning method to be effective in learning, made it easy to stay engaged, participate in discussion, get questions answered and seek clarification. However, they disagreed that they received adequate support from teachers and students while learning online.

Discussion of Findings

This study assesses the impact of Covid-19 Lockdown on students' academic performance in a Federal Tertiary institution in Edo Southern senatorial district. Findings on research objective one which examined the impact of Covid-19 lockdown on students' academic performance showed that students' affirmed that their study habit was impacted as a result of the lockdown, had access to technology during the lockdown, their motivated was affected as a result of the lockdown and the lockdown affected their communication with lecturers. Contrary students disagreed/refuted that information provided by their lecturers during the lockdown was helpful. It was found out that the Covid-19 lockdown had significant impact on students' academic performance ($p = .00$). The implication of this finding is that the Covid-19 lockdown which saw a shift in human interaction/living and learning had both positive and negative impact on students' academic performance. While it was reported that it changed students' study habits/pattern, improved accessibility to technology which could imply positive impact, its negative impact was reported by students that information provided by lecturers was not helpful, that lockdown affected their motivation to study and it affected their communication with lecturers. It could be said that the Covid-19 lockdown had negative impact on academic performance as evidenced in the findings and the impact was found to be significant. However, few positive impact was recorded (access to adequate technology).

Research objective two assessed challenges faced by students during Covid-19 lockdown and how it impacted their academic performance. Findings showed that students felt isolated or disconnected from their peers, teachers and lecturers, experienced a lot of

distractions from family and people in their household, were unable to access learning materials, had difficulty staying organized and had poor time management. More so, students were negatively affected in relation to effective communication with their lecturers as evidenced in them refuting the positive statement on effective communication. The implication of this finding is that as a result of the Covid-19 lockdown, students were faced with challenges which negatively impacted their academics and these challenges were specifically related to feeling of isolation, distractions, poor communication with lecturers, inability to access materials and difficulty staying organized. This inferred that the Covid-19 lockdown posed specific challenges to students; had negative impact on their academic performance.

Findings on research objective three which sought to find out psychological and emotional effect of the Covid-19 lockdown and how it affected students' academic performance indicated that it caused students to feel overwhelmed, caused changes in sleep and eating habits/pattern. Contrary it was refuted by students that the Lockdown caused negative changes in their mood and behaviour. Also, students reported that the Lockdown did not cause feeling of depression and had no negative impact on their mental health. This finding showed that the Covid-19 had limited psychological and emotional impact on the students. The negative impact was feeling of frustration, being overwhelmed and a change in sleeping and eating pattern. However, it had no negative impact on the students' mood and behaviour, did not cause depression and had no negative impact on their mental health. This implied that majority of the students were not negatively impacted psychologically and emotionally by the Covid-19 lockdown.

Research objective four assessed the effectiveness of online learning method implemented during lockdown in maintaining students' academic progress. Findings revealed that e-learning method was effective in helping students learn and retain information, helped them in staying engaged and motivated while learning, enabled them participate in good discussion and collaboration with others while learning online, enhanced their ability to get answers to questions and seeking clarification when needed. Contrary, it was found out that students received inadequate support from lecturers and other students through the online-learning method. The implication of this finding is that online learning had positive impact on students' academic progress during the Covid-19 lockdown, however its limitation was that support from lecturers and other students was inadequate.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study assesses the impact of Covid-19 Lockdown on students' academic performance in a Federal tertiary institution in Edo South Senatorial District. Five research questions were raised to guide the study. A review of related literature was carried out in order to explore previous works related to this study as provided in literature. A theoretical framework, which is the Ecological Systems Theory propounded by Bronfenbrenner in 1979 was the basis on which the study was justified. The descriptive survey research design was adopted for the study. The population comprised of Two Thousand and Seventy Five (2065) Students from which a sample of one hundred was randomly selected. Data was collected using a structured questionnaire titled "The impact of Covid-19 Lockdown on students' academic performance in a Federal tertiary institution in Edo South Senatorial District". Data collected was analyzed using descriptive (frequency count, simple percentage, mean and standard deviation) and inferential statistics (One-sample t-test). Findings indicated that:

1. Students' study habits and access to technology during the Lockdown were positively impacted. Information provided by lecturers during the lockdown, students' motivation and communication with lecturers were negatively affected.
2. Specific challenges faced by students included feeling of isolation, disconnection from their peers, teachers and lecturers during the Covid-19 lockdown, were distracted by family and people in their household, unable to access learning materials, had difficulty staying organized and had poor time management.

3. Psychological and emotional effects of the Lockdown included feeling of frustration, being overwhelmed as well as changes in sleep and eating habits. Contrary, their mood and behaviour was not negatively impacted, had no feeling of depression and their mental health was not negatively impacted.
4. Online-learning method had positive impact in relation to helping students learn and retain information, staying engaged and motivated while learning online, participate in good discussion and collaboration with others while learning online, and ability to get answers to questions and seek clarification when needed. However, students were negatively impacted in relation to support from teachers and other students while learning online.

Conclusion

The Covid-19 Lockdown though has been curbed through the introduction of vaccines and other measures, but it was a significant moment in the lives of students with its attendant short and long-term impact on their academics. This study concludes that the Lockdown that accompanied measures that were aimed at curbing the spread had negative impact on academic performance of the studied population. It presented specific challenges to learning, had limited psychological and emotional impact and the innovative online learning (e-learning) afforded students opportunities for academic progress, though with limitation.

Recommendations

Based on the findings, the following recommendations are made:

1. The experience and lessons learnt from the Covid-19 lockdown in terms of online (e-learning) should be consolidated in maintaining students' academic progress/performance.
2. Going forward, the various Ministries of Education should make students' psychological and mental health a top priority in order to enhance their academic performance.
3. Students in tertiary institutions should endeavor to cultivate time management schedule, even when faced with circumstance(s) similar to Covid-19 lockdown in order to make most use of their time in knowledge acquisition.
4. Management of Tertiary institutions should in addition to the traditional method of making materials available to students, invest more in online resources, where relevant materials can be easily accessed by students.

Suggestions for Further Studies

This study has attempted to assess the impact of Covid-19 lockdown on students' academic performance in a federal tertiary institution in Edo southern senatorial district, however findings from the study has its own limitations. Other researchers may wish to contribute to the discussion; hence the following topics are suggested.

1. Assessment of the impact of online-resources on undergraduate students' academic performance in tertiary institutions in Edo State, Nigeria.

2. Impact of study habit on academic performance of students in a tertiary institution in Edo State, Nigeria.

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APPENDIX I

UNIVERSITY OF BENIN, BENIN CITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY
QUESTIONNAIRE ON THE IMPACT OF COVID-19 LOCKDOWN ON STUDENTS
ACADEMIC PERFORMANCE IN THE FEDERAL TERTIARY INSTITUTIONS IN
EDO SOUTH SENATORIAL DISTRICT.
INTRODUCTION

Dear Respondents

This questionnaire is designed mainly for a research purpose. Its Aim is to access the impact of Covid -19 lockdown on Students academic performance in the federal tertiary institutions in Edo South Senatorial District. Be rest assured that your responses will be treated with utmost confidentiality and will be used solely for this research purpose. Thank you.

STUDENT QUESTIONNAIRE

SECTION A: (Demographic Information)

Kindly tick the box below that indicates the level of education of your parents/ guardian?

Primary [] Secondary [] Tertiary [] Others []

SECTION B

How to respond to this questionnaire: Please tick [✓] appropriately to the extent each statement relates to you.

Key: Strongly agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

S/N	ITEMS	SA	A	D	SD
	THE IMPACT OF COVID 19 LOCKDOWN ON STUDENTS ACADEMIC PERFORMANCE				
1	My study habits have changed since lockdown				
2	I had access to adequate technology during lockdown				
3	The information provided by my lecturers during lockdown was helpful.				
4	Lockdown affected my motivation to study				

5	Lockdown affected my communication with lecturers				
	SPECIFIC CHALLENGES FACED BY STUDENT DURING COVID-19 LOCKDOWN THAT IMPACTED THEIR ACADEMIC PERFORMANCE	SA	A	D	SD
6	I felt isolated or disconnected from my peers, teachers and lecturers.				
7	I experienced a lot of distractions from family and people in my household.				
8	I was able to communicate effectively with my lecturers.				
9	I was unable to access learning materials during lockdown.				
10	I had difficulty staying organized and had poor time management.				
	PSYCHOLOGICAL AND EMOTIONAL EFFECT OF THE LOCKDOWN ON STUDENTS AND HOW IT AFFECT THEIR ACADEMIC PERFORMANCE	SA	A	D	SD
11	The lockdown caused negative changes in my mood and behaviour.				
12	The lockdown caused me to feel overwhelmed and frustrated.				
13	The lockdown caused me to have feeling of depression.				
14	The lockdown caused changes in my sleeping and eating habit.				
15	The lockdown has had negative impacts on my mental health.				
	HOW EFFECTIVES ARE THE ONLINE LEARNING METHOD IMPLEMENTED DURING LOCKDOWN IN MAINTAINING STUDENTS ACADEMIC PROGRESS	SA	A	D	SD
16	I found learning method to be effective in helping me learn and retain information				
17	It was for me to stay engaged and motivated while learning online				
18	I was able to participate in good discussion and collaborate with others while learning online.				
19	I was able to get my questions answered and seek clarification when needed while learning online				
20	I had adequate support from teachers and other students while learning online.				

APPENDIX II

RELIABILITY OUTPUT

SAVE OUTFILE='C:\User\Documents\Okechi Zoe\Impact of Covid-19 Lockdown/Student's Academic Performance/ Federal Tertiary Institutions/Reliability. Sav'/COMPRESSED.

DATASET ACTIVATE DataSet0

Reliability Test

Notes

Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.822	20