

**INFLUENCE OF COVID-19 ON THE ACADEMIC PERFORMANCE
OF SECONDARY SCHOOL STUDENTS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

**Iseghoede David OMOAREBUN
EDU1703085**

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

JANUARY, 2023

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
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OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF BACHELOR OF ARTS
(EDUCATION) IN RELIGIONS**

JANUARY, 2023

CERTIFICATION

We, the undersigned certify that this study was carried out by Iseghoede David OMOAREBUN in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. Nigeria. It is adequate in scope and quality in partial fulfillment of the award of the degree of Bachelor of Arts (Education) in Religions

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.....
Mr. Monday Mogboyiteren
Iordye
(Project Supervisor)
Coordinator)

Dr. Mrs. P. Y.
(Project

Date.....

Date.....

.....

Prof. O. K. Omorogiuwa
Dean, Faculty of Education

Date.....

DEDICATION

This project is dedicated to my Parents, Mr. and Mrs. Idehai for their continuous support throughout the duration of my studies here in the University of Benin.

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The researcher entire being is filled with gratitude to his Father and maker, God Almighty for His mercy, grace, strength, love, favour and protection to go through these four years and to finally complete this program, God's were always evident on him.

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To all his university of Benin friends and classmates who made his four years a memorable one, Ameabasi, Vincent, John, Rasheedat, Shelah, and Chucks,he says Thank you.

Abstract

The study aims at examining the influence of COVID-19 on academic performance of secondary school students in Oredo Local Government Area of Edo state. The population of the study was 5240 (five thousand two hundred and forty) senior, secondary students in (15) fifteen number of schools in Oredo Local Government Area and a sample of 100 random selected students were used for the study. Three research questions were raised to guide to study. The instrument used in generating data for the study was closed ended questionnaire. the questionnaire was validated by the researcher's supervisor, and two other experts in measurements and evaluation. The reliability of the instrument based on Pearson Product Moment correlation coefficient test was 0.65. The data generated for the study was analyzed with the use of descriptive statistic (tables and percentages).

From the analysis, it was discovered that COVID-19 influenced the academic performance of secondary school students in Oredo local government area negatively, COVID-19 influenced students learning negatively. Based on the results of the study, the following recommendations were made, Government should provide Secondary schools in Oredo Local Government Area with computers and Internet facilities to enhance effective e-learning process, these school management should ensure that there is enough provision for the assessments of online course materials before they are used for teaching and learning activities, the government should ensure that they are provision of well functioning, E libraries in secondary schools in Oredo Local Government Area.

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CHAPTER ONE

INTRODUCTION

Background of the Study

The importance of education to human development has been well documented, highlighting the catalytic roles of education in national and human capital developments. Education is a means of self-development through learning, knowledge, skills, and habits conveyed across generations. The importance of education for the economic, social and moral development of nations cannot be under-estimated. It is of significant concern that education at all levels has been threatened since the emergence of the novel coronavirus disease 2019 (COVID-19).

The coronavirus disease is a highly infectious disease that has plagued the world population over the months from December 2019 till date. The disease spread through droplets (World Health Organization, 2020) and has affected more than 9.1 million persons, and resulted in about 473,000 deaths worldwide (Aljazeera News, 2020) as at the time of writing this paper. As a result, countries have relied on several containment measures, including a

range of physical and social distancing measures to flatten the epidemiological curve and avert morbidity and mortality due to COVID-19 (Barasa et al., 2020; Viner et al, 2020).

Different countries have engaged in various measures to implement physical distancing, such as complete closure. of the economy, including educational institutions (Nicola et al., 2020; UNESCO, 2020). The pandemic is affecting all levels of the education system, from pre-school to higher education, in a manner that is of irreparable educational and economic implications (Lindzon, 2020). For instance, a four-week school closure in New York City translated to an economic impact of about \$10.6 and \$47.1 billion (Lindzon, 2020). A 12-week nationwide school closure cost 1% of GDP (Araz et al., 2012), while protracted closures could cost 3% of UK GDP (Keogh-Brown et al., 2010).

Since the outbreak of COVID-19, students with visual impairment have been adversely affected academically and socially. Institutions of learning were closed down as means of preventing the further spread of the disease the ability to learn by abstraction by this set of student becomes a difficult thing that cannot be addressed due to their unique nature of disability. Most

of the schools management adopted the use of E-learning as a means of reaching out to their students with the visually impaired at stake. This is because most of the concept taught electronically cannot be visualized by these students thereby causing a serious threat to their academic life unless they are presented to them in a real form or adapted form. Their peers who are sighted during this COVID-19 lockdown attends extra moral lessons to bridge the gap that exist between their academics and COVID-19 at the comfort of their various homes and this medium cannot be adequately utilized by students with visual impairment because of the special educational services they need for them to be able to learn effectively.

Visual impairment is a condition of reduced visual performance that cannot be remedied by refractive correction (spectacles or contact lenses), surgery or medical methods (DeCarlo, Woo and Woo, 2016). Consequently, it results in functional limitations of the visual system that may be characterized by irreversible vision loss, restricted visual field and decreased contrast sensitivity, increased sensitivity to glare as well as decreased ability to perform activities of daily living, such as reading or writing (Kavitha,

Manumali, Praveen & Heralgi, 2015). Corn and Lusk (2010), affirm that individuals with Visual Impairment have measurable vision, yet experience difficulties accomplishing visual tasks even with the use of refractive correction. Furthermore, these individuals are sometimes capable of enhancing their abilities to accomplish visual tasks with the use of compensatory low vision aids and/or environmental adjustments.

Abodunrin & Abodunrin (2020) observed that the visually impaired are the group of people characterized by inefficiency in the organ of sight which hinders individual capability in performing various functions that requires the use of sight. Social adjustment is as old as human race on earth. Gill (2014), the term social adjustment is the process of finding and adapting modes of behavior suitable to ones social environment or to change ones social environment. Social adjustment can be viewed from two angles.

The first view being social adjustment as an achievement means how efficiently an individual can perform his or her duties in different social circumstances or activities. While the second view sees social adjustment as a process, which is of major importance to psychologist, teachers and parents. The process of social adjustment starts from birth of the child and

continues till death. Thus, social adjustment means reactions to the demands and pressures of social environment imposed upon the individual. Socially, they become more frustrated due to the fact that view of the members of the society who associate themselves with this students with visual impairment withdraw due to social distancing measure which is one of the ways suggested by National Centre for Diseases Control (NCDC) to reduce the spread of the pandemic. Sighted guide which is one of the best mobility aids used by the visually impaired can no longer utilized effectively due to fear of body contact that can leads to coronavirus disease infection. However, the study tends to examine the influence of covid 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Statement of the Problem

The spread of the coronavirus initially spared Nigeria, like many other African countries, with zero recorded case as of January 2020. This luck, however, did not last. By the 28th of February, Nigeria reported its first case; a Nigerian UK returnee. Nearly two months, 343 confirmed cases, 91 recoveries and 10 deaths Nigeria has a pressing cause for concern. The Federal Ministry of Education announced the temporary close-down of all

schools in Nigeria, effective March 23rd, in a bid to contain the spread of the coronavirus.

Considering the state of Nigeria's education sector, pertinent questions arose:

Do schools in Nigeria have the technology to cater for the 46 million students

affected? Do households have the facilities to engage their children in remote

learning? Do teachers have the resources to deliver live lessons or record a massive open online course (MOOC) styled lessons? Therefore, the study aims to find out the influence of covid 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Purpose of the Study

The main purpose of this study is to examine the influence of covid 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Specifically, the study aimed at;

1. Evaluating effects of Covid-19 lockdown on the academic performances of secondary school students in Oredo Local Government Area.

2. Determining government intervention to the education in Nigeria amid Covid-19 lockdown at secondary schools in Oredo Local Government Area.
3. Finding out possible solutions to the effects of Covid-19 lockdown on academic performance of secondary school students in Oredo Local Government Area.

Research Questions

1. What are the effects of Covid-19 lockdown on the academic performance of secondary school students in Oredo Local Government Area?
2. What is the governments intervention to the education in Nigeria amid COVID-19 lockdown at secondary schools in Oredo Local Government Area ?
3. Was there any possible solution to the effects of COVID-19 lockdown on academic performance of secondary school students in Oredo Local Government Area?

Research Hypothesis

1. There is no significant effect of Covid-19 lockdown on the academic performance of secondary school students in Oredo Local Government Area
2. There is no possible solution to the effects of Covid-19 lockdown on academic performance of secondary school students in Oredo Local Government Area

Significance of the Study

Findings of this study would be of importance to Ministry of Education as it would reveal or exposed the need to ensure academic performance of the undergraduate students through visual means at covid-19 lockdown. Since education is dynamic both in content and methods, education need to be constantly evaluated and modified, not only to remove absolute and unattractive structure, but also to ensure that such facilities continue to meet the modern and ever changing educational needs. The need to add aesthetic value to education not only to enhance their utilization value, but also to make them more healthy, safe and convenient to use and maintain.

Also, to the Teachers, it will help them in diversifying the method of teaching to ensure better performance of the students even with the visual usage.

This study will be of immense benefit to other researchers who intend to know more on this study and can be used by non researchers to build more on their research work. This study contributes to knowledge and could serve as a guide for other study.

Scope/Delimitation of the Study

Due to mainly Time and Financial constraints only a total of (100) Hundred students from (5) Five Schools were predominantly used out of the 15 secondary schools located in Oredo Local Government Area.

Definition of Terms

Covid-19: COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.'

Lockdown: A lockdown can be defined as an emergency protocol implemented by the authorities that prevents people from leaving a given

area. A full lockdown will mean that the people in the given area must stay where they are and must not exit or enter a building or given area.

Academic Performance: Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents research finding related to the influence of covid-19 on academic performance of secondary school students in Oredo Local Government Area of Edo State. In the present context, the interest of the researcher is to review the findings of past researches. The study helps the researchers to theorize and assume occurrence, and do critical appraisal which may contribute with regard to design appropriate methodology. Keeping in mind these objectives, the researcher reviewed literature in order to obtain information and the status of work being done in this area. Therefore, literature from various sources was extensively reviewed in the light of the present investigation.

Conceptual Framework

Concept of Academic Performance

Student's academic performance and graduation rates have been the area of interest for higher education institutions. Investigation of factors related to the academic performance of university students become a topic of

growing interest in higher educational circle (Z. Ahmad, 2011). Academic success is important because working people will need higher levels of education to tackle the technologically demanding occupations of the future (Janelle Regier, 2011). The following sections discuss the definitions and concept of academic performance.

The Definition of Academic Performance

There are some research conducted on academic performance and thus the definitions of academic performance derived from the literature are many. The definitions of academic performance have been defined by Ellie Williams (2018), Ricarda Steinmayr, Anja Meißner, Anne F. Weidinger, Linda Wirthwein (2017) and Michael Morrall (2019). The definitions can be best defined as follows:

People often consider grades first when defining academic performance includes schools, who rank students by their GPA, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class (Baskerville, 2020)

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus

of activities in instructional environments, specifically in school, college, and university (Chindanya, 2012)

Academic is of course simply one very well versed or specialized in knowledge, education and research. Performance is how one performs: dancers dance; singers sing, and academics produce findings of current, relevant research (Brown, 017)

However, academic have been understood in different ways, which are related not only to the academic achievement which is what work you have undertaken and with what degree of success as it implies ownership and self-directed activity but also academic performance is on how well you have done work undertaken or assigned and whether your output or activity met expectations Riaz, Asma & Niaz, (2021). From the above definitions, it can be understood that academic performance means the definition of success other than to imply that without learning there is no success and, at a minimum, success implies successful learning in the classroom (Kahu, 2013)

Academic performance according to the Cambridge University Reporter (2020) is frequently defined in terms of examination performance. Academic

achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The academic deans and the quality assurance committee are concerned about those who do not perform well because if this poor performance goes unchecked, the university may lose its reputation, which may result in loss of confidence in UCU graduates (Toplis, 2012)

Pelton, (2010) in her research on variables that associated with academic achievement of African-American has identified non-cognitive as one of the

main contributor. African-American with high scores on measures of educational aspirations, values (courage, exciting life, cleanliness, imagination, and helpfulness), emotional intelligence, acceptability of mixed dating, self-confidence, satisfaction with academic advising and tutoring, being in control of academic outcomes, preference for long-term goals, academic self-concept, self-esteem, self-concept of ability, specific personality traits (achievement aspirations, affiliation, dominance, endurance, exhibition, harm avoidance, nurturance, order, play, and understanding), favorable opinions of their study habits and relationships with others, and low scores on alienation and reliance on family and institutions to solve social and academic problems, had higher grade-point averages than those with contrasting scores on these variables.

Another research by Abdulghani, Al-Drees, Khalil, Ahmad, Ponnamparuma, and Amin, (2014) on the initiative to reduce the failure rate in an undergraduate Accounting Information Systems course without compromising academic standards, he found out that initiative relied on the development of generic skills in the major assessment tasks. Further evidence in his research suggests the generic skills intervention was

responsible for the majority of the improvement in students' academic achievement. It addressed the issue of student perception by heavily weighting the internal assessment to encourage students to focus on the generic skills assessment tasks. Students had a clear understanding that the skills to be mastered in the generic assessment tasks related to 80% of the overall course (internal assessment plus final exam).

The proliferation of studies concerned with identifying constructs that promote academic success is likely connected to the overall assessment movement and increasing pressures for institutions to evidence student learning and development. Assessing the psychological and psychosocial processes of learning and development have always been complex; however, such measurement is made increasingly difficult when the outcome of interest is unclearly defined. In fact, Isaac, (2011). argues that primary tenet of good assessment is to clearly articulate what it is you are attempting to measure. We contend the term academic success currently functions as an amorphous construct that broadly incorporates a broad range of educational outcomes from degree attainment to moral development.

According to the Abid, (2017) Inputs-Environments-Outcomes (I-E-O) Model, college outcomes are viewed as functions of three sets of elements which is inputs, the demographic characteristics, family backgrounds and academic and social experiences that students bring to college; environment, the full range of people, programs, policies, cultures, and experiences that students encounter in college, whether on or off campus; and outcomes, students' characteristics, knowledge, skills, attitudes, values, beliefs, and behaviors as they exist after college.

Overview of Coronavirus Disease

Coronavirus Disease is a contagious disease that first emerged in Wuhan, China in 2019. It was later coded "COVID-19" by the W.H.O which stands for Coronavirus Disease 2019. The Coronavirus outbreak remains one of the worst global pandemics for decades. The mortality rate soared and the easy of spread was upsetting. Research shows that older people and those with underlying medical problems like cardiovascular diseases, diabetes, chronic respiratory disease, and cancer were more likely to develop serious illnesses from coronavirus (W.H.O, 2020). Some of the symptoms of

Coronavirus include; Sore throat, runny nose, constant coughing/sneezing, breathing difficulty and fatigue.

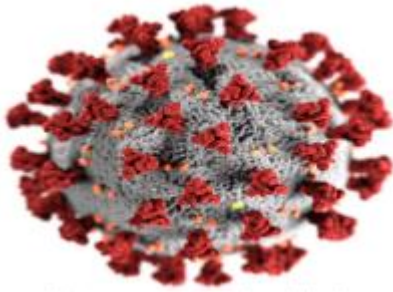


Image 1: Illustration of the Morphology of Coronaviruses; the club-shaped viral spike pelomers, coloured red, create the look of a corona surrounding the virion when observed with an electron (Wikipedia, 2020a -SARSCoV-2 without background.png).

As at the time of this study, there were no reliable treatments for Coronavirus, but a series of researches were in the pipeline across the world towards finding a clinical vaccine for the contagion. However, recent events shows that behavioural change can help contain the spread of coronavirus. Some of the suggested measures to halt the coronavirus pandemic include;, improved individual habits such as personal hygiene, including constant washing of hands with alcohol-based sanitizers, good respiratory attitude

(close coughing and sneezing), and other personal protection practices like wearing of face mask, social distancing, avoiding touching of the face, and reducing contacts with people through self-isolation at home or avoiding nonessential travels or gatherings. Coronavirus is a global problem that requires more action coordination and global cooperation to successfully contain the outbreak and to deal with its aftermath effects. Consequently, the United Nations appealed for 2 billion dollars to support global response efforts towards tackling the coronavirus pandemic. The consequences of COVID-19 could be more severe; if people do not comply or adhere strictly to public health regulations and advice.

Influence of Covid – 19 on Education

As the world becomes increasingly interconnected, so do the risks we face. The COVID19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities.

Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. On January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase, 2020). The novel coronavirus was initially named 2019-nCoV and officially as severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

As of February 26, COVID- 19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (WHO 2020). According to recent research, similar to SARS-CoV and Middle East respiratory syndrome coronavirus (MERS-CoV), SARS-CoV-2 is zootoxic, with Chinese horseshoe bats (*Rhinolophus sinicus*) being the most probable origin (Chan et al, 2020 and Lu et al, 2020). Also, The Chinese Preventive Medicine Association (2020) accounted for pangolins as the most likely

intermediate host of the virus. Most patients with COVID-19 represent relatively serene cases.

According to recent studies (Guan et al, 2019 and Yang et al, 2019) and relevant data from the National Health Commission of China (2020), the proportion of severe cases among all patients with COVID-19 in China was around 15% to 25%. The majority of patients experienced fever and dry cough, while some also had shortness of breath, fatigue, and other atypical symptoms, such as muscle pain, confusion, headache, sore throat, diarrhea, and vomiting (Chen et al, 2020). Among patients who underwent chest computed tomography (CT), most showed bilateral pneumonia, with ground-glass opacity and bilateral patchy shadows being the most common patterns (Guan et al, 2020). Among hospitalized patients in Wuhan, around one-fourth to one-third developed serious complications, such as acute respiratory distress syndrome, arrhythmia, and shock, and were therefore transferred to the intensive care unit (Chen et al 2020). In general, older age and the existence of underlying co-morbidities (e.g., diabetes, hypertension, and cardiovascular disease) were associated with poorer prognosis (Wang et al, 2020).

The diagnosis of COVID-19 can be based on a combination of epidemiologic information (e.g., a history of travel to or residence in affected region 14 d prior to symptom onset), clinical symptoms, CT imaging findings, and laboratory tests (e.g., reverse transcriptase-polymerase chain reaction [RT-PCR] tests on respiratory tract specimens) according to standards of either the WHO (2020) or the National Health Commission of China (2020). It should be mentioned that a single negative RT-PCR test result from suspected patients does not exclude infection. Clinically, we should be alert of patients with an epidemiologic history, COVID-19–related symptoms, and/or positive CT imaging results. So far, there has been no evidence from randomized controlled trials to recommend any specific anti-nCoV treatment, so the management of COVID-19 has been largely supportive (WHO 2020). Currently, the approach to COVID-19 is to control the source of infection; use infection prevention and control measures to lower the risk of transmission; and provide early diagnosis, isolation, and supportive care for affected patients (Wang et al, 2020).

A series of clinical trials are being carried out to investigate interventions that are potentially more effective (e.g., lopinavir, remdesivir;

Del Rio and Malani 2020). On January 8, 2020, a novel coronavirus was officially announced as the causative pathogen of COVID-19 by the Chinese Center for Disease Control and Prevention (Lu et al, 2020). The epidemics of coronavirus disease 2019 (COVID- 19) started from Wuhan, China, last December and have become a major challenging public health problem for not only China but also countries around the world (Phelan et al. 2020).

Global Responses to Coronavirus Pandemic

A proactive response is critical to the containment of any disease outbreak, but the coronavirus took the world by surprise and most countries were not prepared initially for the pandemic, including the world powers. Shortly after the outbreak of COVID-19, the World Health Organization (W.H.O) issued guidelines and updates on how to mitigate the spread of the pandemic, and thereafter, many countries adopted different measures in addition to the W.H.O guidelines to contain the spread of the disease. There were lockdowns in most parts of the world, and people were asked to work from home. Some countries even deployed their military to enforce coronavirus restrictions, and to reduce the number of covidots.

There were increased demands for health equipment including, protective gowns, sanitizers, face masks and hand gloves. Countries like the United States and the U.K also opened their visitation doors for medical professionals such as doctors and nurses who were working or willing to treat the effects of COVID-19. Also, large gatherings and sporting activities were suspended at both local and international levels. Big sporting events like the prestigious European Champions League games were played behind closed doors before they were suspended. Global responses to Coronavirus pandemic were varied from country to country, but most countries endorsed the closure of school strategy as a means to contain the spread of COVID-19. Some selected COVID-19 responses across the world particularly as it relates to the closure of schools due to Coronavirus are highlighted below: In the United States, many schools were closed down, and scheduled tests and examinations were also cancelled.

The report shows that some of the schools closed down for Coronavirus in the U.S might not resume back for the rest of the academic year (Madeline, 2020). New York and the California States were among the worst-hit states in the U.S and the number of cases increased steadily despite

strong measures put in place by both the federal and state governments to contain the pandemic. At a point, the country surpassed China in the number of cases of Coronavirus, but the country is determined to defeat the pandemic. School closures in the U.S affected over 60 million students in the country. In Spain, about 11 million students were affected by school closures for mitigation of the spread of Coronavirus. Regional governments in the country closed down schools in response to the increased cases of Coronavirus in the country.

The closure of schools in Spain particularly in Madrid led to the suspension of job contracts for people who work at school cafeterias and in special education (El Pais, 2020). The closure of schools in Spain was very necessary considering that the country lost 849 people in a day due to Coronavirus. In Saudi Arabia, Middle East Monitor (2020), reported that schools and universities across the kingdom were ordered to close down for Coronavirus by the Ministry of Education. The government however, directed that “Virtual schools and distance education be activated to ensure that the educational process continues in an effective and quality manner”. In Australia, Michael (2020) reported that dozens of independent schools were

shutdown at New South Wales while some moved to online classes. Students learn from home, while some schools were opened but implemented strong measures to ensure social distancing strategy.

The opening of schools amidst the coronavirus pandemic was backed by the Australian government. The Prime Minister openly announced that schools remained open because the government believes that “children are at very low risk from coronavirus, and the closing of schools could have crippling effects on their health sector and the economy”. The government cited solid health case for keeping schools open, but teachers and parents were worried (ABC News, 2020). The country also banned outdoor gathering of more than 2 people, while 18 billion dollars was also approved to mitigate the spread and effects of the Coronavirus. In Italy, schools were shutdown indefinitely, and the military were deployed to help enforce restrictions. However, despite the measures put in place by the government towards curbing the spread of Coronavirus, the country became an epicenter for the outbreak and recorded 969 coronavirus deaths in a single day. In India, all schools and educational institutions were closed down and the

government imposed “Janata” Curfew which restricted all citizens to stay at home to contain the spread of Coronavirus.

The police also went round some cities to create public awareness about the pandemic. In France, the government ordered the closure of all schools in a televised broadcast by President Macron. The measure was in response to the increased health crisis in the country due to coronavirus. The country was badly affected just like their counterparts in many parts of the world. The Coronavirus were reported to have originated from Wuhan, China and it was the epicenter at the beginning of the outbreak. Schools and other public institutions were shutdown to mitigate the spread of the virus. The closure of schools and other measures put in place by the government proved effective and the pandemic was contained to a large extent. The country also closed its borders with some neighbouring countries. In Iran, the government closed all schools as part of the preventive measures to halt the spread of coronavirus. Although, the country was among the epicenter of the coronavirus outbreak, and the death tolls in the country were high. The coronavirus increased Iran’s economic problems, having been faced with

economic sanctions from the West earlier. In Senegal, schools were shutdown to limit the spread of COVID-19. The country was the first sub-Saharan African country to close down schools due to coronavirus. In South Africa, the government directed all schools to close down in response to the coronavirus pandemic. This is in addition to the prohibition of social gatherings of more than 100 people. New cases were reported in the country and campaigns for behavioral changes were carried out to reduce the spread of the disease.

In Germany, schools were shutdown in response to the spread of coronavirus. The death rate due to coronavirus was reported to be low compared to their neighbours. The country also earmarked more than 800 billion dollars to fight the pandemic. In Russia, Schools were shutdown, and several other measures were taken to halt the pandemic. The death toll for coronavirus in Russia was reported to be low, but measures were put in place to contain the pandemic. In Nigeria, the federal government ordered a total close down of all schools.

The decision was largely applauded, and the National University Commission (NUC), a regulatory body for all universities in Nigeria also

gave a follow-up directive to all universities in the country to shutdown. The government also suspended social gatherings, and workers were asked to work from home. An Italian who was reported to be the first case of coronavirus in Nigeria was successfully treated and discharged according to the government, but new cases emerged thereafter. Thus, the country needs to do more in terms of disaster preparedness and response. In Ghana, schools were shutdown to contain the spread of coronavirus disease.

The government also released 100 million US dollars to enhance the fight against the pandemic. The country reacted proactively to contain the spread of the Virus. In Madagascar, the country has recorded zero COVID-19 death so far, and the country has claimed a breakthrough in Herbal medicine for COVID-19 treatment. However, the WHO issued warned that such claim has not been scientifically approved and cannot be recommended by the organization as cure for COVID-19.

Empirical Review

Catherine (2020), reported that UNESCO assembled an online guide with links to distance learning apps and other resources to mitigate the effects of school closures for Coronavirus. Students were expected to

optimize the Coronavirus mandatory school closures to improve their digital learning skills and home study habits. The challenges imposed by Coronavirus could be transformed into an opportunity by learners to advance their problem-solving skills and digital capabilities. Erika and Nicholas (2020) suggested that closing schools are not the only option to mitigate coronavirus. They advocated for authorities to give parents some flexibility to choose what is best for their families, while implementing stronger mitigation measures. However, in contrast to Erika and Nicholas's position, the president of the New South Wales Teachers Federation opposed the opening of schools during the outbreak of coronavirus. He believed that "the design of their schools and the size of the classrooms makes it impossible" to implement social distancing in schools (Michael, 2020). To mitigate the effects that accompanied the closures of schools, educators and learners had to rely on use of technological tools and platforms to ensure continued education. Consequently, it is important to admit in the present study that despite the perceived challenges imposed by school closures for coronavirus, the option remains one of the most effective measures to halt the spread of the pandemics.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the method and procedure employed in carrying out the study under the following sub headings;

Research Design

For this study, the survey research design was adopted. The choice of the design was informed by the objective of the study as outlined in chapter one. This research design provides a quickly efficient and accurate means of assessing information about a population of interest. Is it intends to study the influence of COVID-19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Population of the Study

Total number of (100) students from (5) five schools which was selected through purposive random sampling techniques were used in this study, with 25% being Art students, 50% Science Students and 25% Commercial students.

Research Instrument and Instrumentation

Data for this study was collected from primary and secondary sources. The primary source of data collected was mainly the use of a structured questionnaire which was designed to elicit information on the influence of covid 19 on academic performance secondary school students in Oredo Local Government Area of Edo state. The secondary source of data collections were textbooks, journals and scholarly materials.

Validity of instrument

The instrument of this study was subjected to face validation. Face validation tests the appropriateness of the questionnaire items. This is because face validation is often used to indicate whether an instrument on the face of it appears to measures what it contains. Face validations therefore

aims at determining the extent to which the questionnaire is relevant to the objectives of the study. In subjecting the instrument for face validation, copies of the initial draft of the questionnaire will be validated by supervisor. The supervisor is expected to critically examine the items of the instrument with specific objectives of the study and make useful suggestions to improve the quality of the instrument. Based on his recommendations the instrument will be adjusted and re-adjusted before being administered for the study

Reliability of the Instrument

The coefficient of 0.81 was considered a reliability coefficient because according to Etuk (1990), a test-retest coefficient of 0.5 will be enough to justify the use of a research instrument.

Method of Data Collection

This study was based on the two possible sources of data which are the primary and secondary source.

- a. Primary Source of Data: The primary data for this study consist of raw data generated from responses to questionnaires and interview by the respondents.

b. Secondary Source of Data: The secondary data includes information obtained through the review of literature that is journals, monographs, textbooks and other periodicals.

Method of Data Analysis

Data collected was analyzed using frequency table, percentage and mean score analysis while the nonparametric statistical test (Chi- square) was used to test the formulated hypothesis using SPSS (statistical package for social sciences).

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of data analysis and the discussion of the findings. The data analysis for the demographic information was carried out using simple percentage. The results are presented in Tables.

Table 1: Gender of Respondents

Gender	Frequency	Percentage
Male	65	65%
Female	35	35%
Total	100	100%

Table 1 above shows the gender distribution of the respondents used for this study. Out of the total number of 100 respondents, 65 respondents which represent 65.0 percent of the population were male. 35 which represent 35.0 percent of the population were female.

Table 2: Age Distribution

Age Distribution	Frequency	Percentage
9-11 years	15	15%
12- 13 years	10	10%
14-16years	25	25%
17-19years	20	20%
19 and above	30	30%
Total	100	100%

Table 2 above shows the age distribution of the respondents used for this study. Out of the total number of 100 respondents, 15 respondents which represent 15.0percent of the population were between 9-11years. 10respondents which represent 10.0percent of the population were between 12-13years. 25respondents which represent 25.0percent of the population were between 14-16years. 20 respondents which represent 20.0 percent of the population are between 17-19years. 30 respondents which represent 30.0percent of the population were above 19 years.

Table 3: Education Background of Respondents

Education Distribution	Frequency	Percentage
JSS1	20	20%
JSS2	25	25%
JSS3	35	35%
SSS1	15	15%
SSS2	5	5%
Total	100	100%

Table 3 above shows the educational background of the respondents used for this study. Out of the total number of 100 respondents, 20 respondents which represents 20.0 percent of the population were JSS 1 students. 25 which represent 25.0percent of the population are JSS 2 students. 35 which represent 35.0percent of the population were JSS 3 students. 15 which represent 15.0percent of the population are SSS 1 students. 5 which represent 5.0percent of the population were SSS 2 students.

Table 4: Religious Status

Religious	Frequency	Percentage
Christian	83	83%
Muslim	17	17.35%
Total	100	100%

Table 4 above shows the religious status of the respondents used for this study. 83 which represent 83.0percent of the population were Christians. 17 which represents 17.0percent of the population were Muslims.

Table 5: Category of Respondents

Category Distribution	Frequency	Percentage
Arts	25	25%
Sciences	50	50%
Commercial	25	25%
Total	100	100%

Table 5 shows the category of respondents used for the study. 25 respondents representing 25.0percent of the population under study were Arts students. 50 respondents representing 50.0percent of the population under study were Science students. 25 respondents representing 25.0percent of the population under study were Commercial students.

Research question 1: What are the effects of Covid -19 lockdown on academic performance of secondary school students in Oredo Local Government Area?

Table: 6 Impact of Covid-19 on Education

S/N	ITEMS	N	MEA N	SD	REMARK
6	There is impact of Covid -19 on education performance	100	2.75	.944	Agreed
7	There are possible remedies to the influence of Covid-19 on academic performance of secondary school students	100	3.05	1.120	Agreed
Grand Mean			2.90	1.03	Agreed

Significant Score > 2.50

In Table 6, the researcher presents the responses by the respondents to questionnaire item 6 to 7 in relation to first research question which sought to find out the effects of Covid -19 lockdown on academic performance of secondary school students in Oredo Local Government Area. In response to research question one, Table 6 shows that the respondents agreed with items 6, and 7 which has a mean ration of 2.75 and 3.05 which is above the criteria

mean of 2.50. Also, the grand mean has a mean score of 2.90 which is denoted as agreed, indicated that there is impact of Covid -19 on education performance, there are possible remedies to the influence of Covid-19 on academic performance of secondary school students.

Research question 2 What are the Academic performance of Secondary students during Covid-19 pandemic?

Table 7: Academic performance of Secondary students during Covid-19 pandemic

S/N	ITEMS	N	MEAN	SD	REMARK
8	There is significant in the performance of students during Covid-19 pandemic among secondary school students	100	2.90	.946	Agreed
9	Irrelevance and issues with system access were the problems experience by students fin the Covid-19 pandemic	100	2.95	.976	Agreed
10	There is negative of Covid -19 impact on academic performance	100	3.10	.946	Agreed
Grand Mean			2.98	0.95	Agreed

Significant Score > 2.50

In Table 7, the researcher presents the responses by the respondents to questionnaire item 8 to 10 in relation to second research question which sought to find out the performance of students during covid-19 pandemic. In response to research question two, Table 7 shows that the respondents agreed

with items 8, 9 and 10 which has a mean ration of 2.90, 2.95, and 3.10, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 2.98 which is denoted as agreed, indicated that there is significant in the performance of students during Covid-19 pandemic among secondary school students. It was seen that irrelevance and issues with system access were the problems experience by students in the Covid-19 pandemic. It was revealed that there is negative impact of Covid -19 on academic performance of students.

Research question 3: What are the possible remedy to the effects of Covid-19 lockdown on secondary school students in Oredo Local Government Area of Edo State?

Table 8: possible remedy to the effects of Covid-19 lockdown on at secondary school students in Oredo Local Government Area of Edo State

S/N	ITEMS	N	MEAN	SD	REMARK
11	Covid-19 pandemic decrease classroom disruptions from students' misconduct	100	3.10	.946	Agreed
12	Covid-19 affected learning in school among students	100	2.80	1.125	Agreed
13	Covid-19 affected students' motivation in learning	100	2.95	.591	Agreed

14	Online experimental courses have faced some difficulties during covid-19 pandemic	100	3.10	.891	Agreed
15	Covid-19 pandemic has impacted students of their learning opportunities	100	3.35	.794	Agreed
Grand Mean			3.06	.86	Agreed

Significant Score > 2.50

In Table 8, the researcher presents the responses by the respondents to questionnaire item 11 to 15 in relation to third research question which sought to find the possible remedy to the effects of Covid-19 lockdown on at secondary school students in Oredo Local Government Area of Edo State. In response to research question three, Table 5 shows that the respondents agreed with items 11, 12, 13,14 and 15 which has a mean ratio of 3.10, 2.80, 2.95 3.10 and 3.35, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 3.06 which is denoted as agreed, indicated that Covid-19 pandemic decrease classroom disruptions from students' misconduct. It was seen that Covid-19 affected learning in school among students. It was revealed thatCovid-19 affected students' motivation in learning. It was shown that online experimental courses have faced some difficulties during covid-19 pandemic. It was seen that Covid-19 pandemic has impacted students of their learning opportunities.

Test of Hypothesis

Hypothesis I

H₀: There is no significant impact of COVID-19 on education in Oredo Local Government Area of Edo State.

H₁: There is significant impact of COVID-19 on education in Oredo Local Government Area of Edo State.

H₁: There is significant impact of COVID-19 on education in Oredo Local Government Area of Edo State.

Level of significance: 0.05

Decision rule: reject the null hypothesis H₀ if the p value is less than the level of significance. Accept the null hypothesis if otherwise.

Table 9 Test Statistics

	There is significant impact of COVID-19 on education in Oredo Local Government Area of Edo State
Chi-Square	105.520 ^a
Df	3
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Conclusions based on decision rule:

Since the p-value= 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there is significant impact of COVID-19 on education in Oredo Local Government Area of Edo State.

Hypothesis II

H₀: There are no possible remedies to the influence of covid – 19 on academic

performance of secondary school students in Oredo Local Government Area of Edo State.

H_i: There are possible remedies to the influence of covid – 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Table 10 Test Statistics

	There are possible remedies to the influence of covid – 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State
Chi-Square	95.347 ^a
Df	1
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

Conclusions based on decision rule:

Since the p-value= 0.000 is less than the level of significance (0.05), we reject the null hypothesis and conclude that there are possible remedies to the influence of covid – 19 on academic performance of secondary school students in Oredo Local Government Area of Edo State.

Discussion of Findings

From the data collated and analyzed the following are the findings:

In table 6, It was revealed that there is impact of Covid -19 on education performance of students, it was seen that there are possible remedies to the influence of Covid-19 on academic performance of secondary school

students. This is in line with the work of Chan,2020) Covid -19 has affected students level of education regardless of their nationality.

In table 7, It was seen that there is significant in the performance of students during Covid-19 pandemic among secondary school students. It was revealed that irrelevance and issues with system access were the problems experience by students in the Covid-19 pandemic. It was it was shown that there is negative impact of Covid -19 on academic performance of students.

In table 8, It was seen that Covid-19 affected learning in school among students. It was revealed thatCovid-19 affected students' motivation in learning. It was shown that online experimental courses have faced some difficulties during covid-19 pandemic. It was seen that Covid-19 pandemic has impacted students of their learning opportunities.

It was seen that there is significant impact of COVID-19 on education in Oredo Local Government Area of Edo State.

It was seen that there is significant in the performance of students during Covid-19 pandemics among secondary school students in Oredo Local Government Area of Edo State.

It was seen that there are possible remedies to the influence of covid –19 on academic performance of secondary school students in Oredo Local Government Area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study aims at examining the influence of COVID-19 on academic performance of secondary school students in Oredo Local Government Area of Edo states. The population of the study was 5240 (five thousand two hundred and forty) senior, secondary students in (15) fifteen number of schools in Oredo local government area and a sample of 100 random

selected students were used for the study. Three research questions were raised to guide to study. The instrument used in generating data for the study was closed ended questionnaire. the questionnaire was validated by the researcher's supervisor, and two other experts in measurements and evaluation. The reliability of the instrument based on Pearson Product Moment correlation coefficient test was 0.65. The data generated for the study was analyzed with the use of descriptive statistic (tables and percentages).

From the analysis, it was discovered that;

1. COVID-19 influenced the academic performance of secondary school students in Oredo Local Government Area negatively.
2. COVID-19 influenced students learning negatively.

Conclusion

From the analysis carried out by the researcher, it can be concluded that COVID-19 influenced academic performance of students as they are

significant relationships between COVID-19 and the academic performance of secondary school students in Oredo Local Government Area. Though online experimental courses were put in place during the pandemic period, such efforts were not enough to remediate the effects of COVID-19 on the achievements of secondary school students during and after the pandemic period.

Recommendations

Based on the results of the study, the following recommendations were made;

1. Government should provide Secondary schools in Oredo Local Government Area with computers and Internet facilities to enhance effective e-learning process.
2. These school management should ensure that there is enough provision for the assessments of online course materials before they are used for teaching and learning activities.
3. The government should ensure that they are provision of well-functioning, E-libraries in secondary schools in Oredo Local Government Area.

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APPENDIX

**QUESTIONNAIRE
UNIVERSITY OF BENIN,
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION**

Dear Respondent,

I am a student of the above-named institution, and am conducting a survey on the topic “Influence of Covid-19 on secondary school students in Oredo Local Government Area of Edo State”

Your cooperation in answering these questions would be very much appreciated.

Yours faithfully,
David

INSTRUCTION: Please tick (√) appropriately in the box provided against the answer of your choice.

SECTION A:

Sex: Male [] Female []

Age: 9-11 years () 12- 13 years () 14-16years () 17-19years ()
19 and above()

Class: JSS1 () JSS2 () JSS3 () SSS1 () SSS2

Religious: Christian () Muslim ()

Category Distribution: Arts () Sciences() Commercial ()

SECTION B

Please respond by putting a tick (√) against the items that most describes your reaction.

Yes, or No

S/NO	ITEMS	SA	A	D	SD
	What are the effects of Covid -19 lockdown on academic performance of secondary school students in				

	Oredo Local Government Area?				
6.	There is impact of Covid -19 on education performance				
7.	There are possible remedies to the influence of Covid-19 on academic performance of secondary school students				
	What are the Academic performance of Secondary students during Covid-19 pandemic?				
8.	There is significant in the performance of students during Covid-19 pandemic among secondary school students				
9	Irrelevance and issues with system access were the problems experience by students fin the Covid-19 pandemic				
10	There is negative of Covid -19 impact on academic performance				
11	Covid-19 pandemic decrease classroom disruptions from students' misconduct				
12	Covid-19 affected learning in school among students				
13	Covid-19 affected students' motivation in learning				
14	Online experimental courses have faced some difficulties during covid-19 pandemic				
15	Covid-19 pandemic has impacted students of their learning opportunities				