

**EFFECTS OF COVID-19 LOCK-DOWN ON ACADEMIC AND SOCIAL LIFE:
PERCEPTIONS OF SENIOR SECONDARY SCIENCE STUDENTS IN BENIN
CITY**

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**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY.**

JULY 2021

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY,
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CERTIFICATION

We, the undersigned, certify that this project work was carried out by AJAYI
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DEDICATION

This work is dedicated to the almighty God for his infinite mercy, protection, undeserved grace, favour, boundless love, good health and divine provision for my life. May his name be praised.

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Various individuals contributed greatly to the successful completion of this research work. All the praise and honor is to God Almighty, the most power and gracious for how He kept me throughout these four years of study. He is worthy and there is none like Him.

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ABSTRACT

In March 2020, World Health Organization (WHO), declared COVID-19 a pandemic. Consequently all schools in Nigeria were shut down and Federal Government instructed schools to adopt online modes of teaching and learning. This study assessed the perceptions of senior secondary school chemistry students in Benin City of the effect of COVID-19 lock-down on their academic and social life. Four research questions and four corresponding hypotheses were raised and tested. Related literatures were reviewed. The study employed the descriptive survey design. The population of the study comprised of all the chemistry students from Public and Private senior secondary schools in Benin City, Edo State. The sample consisted of one hundred and five students. The instrument for data collection was a questionnaire on Effects of COVID-19 Lock-down on Academic and Social Life: Perceptions of Senior Secondary Science Students. The instrument consisted of two sections. Section A is on student's biodata, Section B is information on the effects of COVID-19 Lock-down on Academic and Social Life: Perceptions of Senior Secondary Science Students. The instrument was face validated by the supervisor. The instrument was administered to the students in their various schools by the researcher with the assistance of their class teacher. Students responded to the questionnaire, which were collected on the spot. Data collected were analyzed using descriptive statistics and independent T-test. Results showed that there is no significant difference in students' perception of the effect of COVID-19 on their academics based on type of school and gender. Students from public and private schools; male and female students, seems to

perceive COVID-19 has not affected their academics. Similarly, there is no significant difference in the perceptions of students from private and public schools on the effect of COVID-19 on their social life. They seem to also disagree that the pandemic had effect on their social life, except for male and female students from private schools who agreed. It was recommended that academics in secondary schools should be made more interesting and fulfilling for students by government providing infrastructural and e-learning facilities to enhance teaching and learning of science.

CHAPTER ONE

INTRODUCTION

BACKGROUND OF THE STUDY

Over the years, poverty and malnutrition have been implicated to have a far-reaching consequence on the academic performance of children globally (Humble & Dixon, 2017; Sawaya, 2006). Though Nigeria as a country is blessed immensely with extraordinary economic resources such as oil, cocoa, rubber and plantations, however, the country is not spared from the global trends of poverty as accessibility to quality education is a big challenge for the majority of the poor masses in the country (Ismail, 2010). From time immemorial, various governments in Nigeria have launched different Poverty Eradication or Poverty Alleviation schemes to eradicate poverty and malnutrition in the country, but it seems this goodwill of the various governments have become avenues for corrupt politicians to embezzle and gather ill-gotten wealth. Rather than the goodwill improving the lives of the citizen, many are falling into abject poverty. The inability of the citizens to have access to three square meals in a day is a major index revealing poverty in the land. Another index of poverty among the citizens is the inability to afford quality education as most parents still owe school fees for 2 to 3 terms respectively and many are unable to buy current textbooks for their children or wards in school. (Kudaisi & Martins, 2014; Ismail, 2010).

Sometimes in 2019, there was an outbreak of a viral disease (Coronavirus: COVID-19) in Wuhan, China. This epidemic recently turned into a ravaging pandemic which posed a serious threat to global public health and eventually led to the total lockdown of major countries globally, Nigeria inclusive (Lin et al., 2020). This pandemic has also led to the early closure of schools and citizens have been advised to isolate themselves and maintain social distancing for the fear of been infected by this deadly virus (Sintema, 2020). Towards the end of March 2020, 27th to be precise through the press briefing by the Minister of Health in Nigeria, all institutions cutting across primary, secondary and tertiary institutions were instructed to close down the current academic session, due to the deadly Coronavirus which was ravaging the whole world. The conventional assessment approach adopted by most schools in Nigeria is summative assessments, where teachers teach and then administer tests and examinations to find out what learners have achieved (Oyinloye & Imenda, 2019). Majority of the schools in Nigeria have just concluded their second continuous assessment test and unfortunately, they are not able to write their second term examination before the compulsory closure due to the fear of the spread of COVID-19.

Statement of the Problem

School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues. As of 12 March, more than 370 million children and youth are not attending school because of

temporary or indefinite country wide school closures mandated by governments in an attempt to slow the spread of COVID-19. As of 29 March, nearly 90% of the world's learners were impacted by closures. According to the United Nations International Children's Fund (UNICEF), the COVID-19 pandemic has affected more than 91% of students worldwide, with approximately 1.6 billion children and youngsters unable to attend physical schools due to temporary closures and lockdowns.

Even when school closures are temporary, it carries high social and economic costs. The disruptions they cause affect people across communities, but their impact is more severe for disadvantaged children and their families including interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work. According to Studi Economici Dell'Ocse (OECD) studies, school performance hinges critically on maintaining close relationships with teachers. This is particularly true for students from disadvantaged backgrounds that may not have the parental support needed to learn on their own. Working parents are more likely to miss work when schools close in order to take care of their children, incurring wage loss in many instances and negatively impacting productivity. Localized school closures place burdens on schools as parents and officials redirect children to schools that are open.

Research Questions

In view to actualize the purpose of this study, the following research questions were asked to guide the researcher

Research Question 1: Is there a difference in the mean perception scores of the effect of COVID-19 on academics between students in Public and Private Senior Secondary Schools?

Research Question 2: Is there a difference in the mean perception scores of the effect of COVID-19 on academics between male and female students in Public and Private Senior Secondary Schools?

Research Question 3: Is there a difference in the mean perception scores of the effect of COVID-19 on social life between students in Public and Private Senior Secondary Schools?

Research Question 4: Is there a difference in the mean perception scores of the effect of COVID-19 on social life between male and female students in Public and Private Senior Secondary Schools?

HYPOTHESES

Hypothesis 1: There is no significant difference in the mean perception scores of the effect of COVID-19 on academics between students in Public and Private Senior Secondary Schools.

Hypothesis 2: There is no significant difference in the mean perception scores of the effect of COVID-19 on academics between male and female students in Public and Private Senior Secondary Schools.

Hypothesis 3: There is no significant difference in the mean perception scores of the effect of COVID-19 on social life between students in Public and Private Senior Secondary Schools.

Hypothesis 4: There is no significant difference in the mean perception scores of the effect of COVID-19 on social life between male and female students in Public and Private Senior Secondary Schools.

Purpose of the Study

The purpose of this study is to determine the effect of covid-19 lockdown on academic and social life of senior secondary students in Nigeria, a case study of Ikpoba Okha Local Government Area, Edo state. However, the specific objectives include the following, which are:

1. To examine the effect of COVID-19 on Senior Secondary School students in Nigeria.
2. To exam the extents to which COVID-19 lockdown affect academics and social life of Senior Secondary students in Nigeria.
3. To evaluate the challenges of COVID-19 lockdown on Senior Secondary School in Nigeria.
4. To examine how closure of schools affects the academic and social life of Senior Secondary students in Nigeria.

Significance of the Study

The major concern in the education is to increase student achievement and social life.

This study is therefore significant for the following reasons. This study will be useful to course teachers, students and secondary management.

To the school management and teachers: The knowledge of this study will enable school management and teachers to give assistance to students by guiding, directing and providing information about COVID-19 and carefully monitor the activities of the students so as to reduce or stop the spreading of the virus in and outside the school. It would also broaden the knowledge of school management and teachers on the use of social learning and cognitive behavior of student in secondary school.

To the Students: The knowledge of this study will enable the students know the importance of keeping COVID-19 rules in the school. It will also ensure that adequate information and knowledge are being passed to the students at different levels in the school.

Scope and Delimitation of the Study

This study centers on the effect of COVID-19 lockdown on academic and social life of senior secondary students in Nigeria. It is aimed at all secondary schools students in Nigeria as a whole but due to time constraint, money and other factors it will be delimited to only a few randomly selected secondary schools in Ikpoba Okha Local Government Area, Benin City.

Definition of Terms

Covid19: This is an acronym for the coronavirus disease discovered in 2019 which causes illness ranging from cold to more severe disease such as respiratory syndrome that results in death if not properly treated which lead to lockdown of schools.

Effect: This refers to the impact of something (COVID-19 lockdown) on students in carrying out tasks such as going to school, doing an assignment, test, and examinations among others.

Academics performance: This refers to how students handle their studies and how they accomplish tasks such as going to school, doing assignments, test and examinations among others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature reviewed is carried out under the following headings;

1. Classification of teaching methods
2. Online teaching and learning
3. History of Online teaching and learning
4. Types of online teaching and learning
5. COVID-19 and online teaching and learning

CLASSIFICATION OF TEACHING METHODS

Teaching method is any teaching maneuver that can be used to facilitate students learning and satisfaction. Different teaching methods may elicit different types of changes in learning outcomes. Teaching methods are many and varied and could be used in different ways, considering among others the age of the learners, body configuration or physique of learners, (able or disabled learners). Academic ability/intelligence of the learners, number of learners and of course the type of curriculum discipline which recognizes the fact that certain teaching methods are much more suitable to some disciplines than others.

Vikoo (2003) in discussing types of teaching methods explained that teaching methods could be presented under three main categories:

- 1 Cognitive development methods
- 2 Affective development methods
- 3 Psychomotor development methods

1. Cognitive Development Methods: Here, if the focus of the instructional objectives is to develop intellectual skills in learners, then the cognitive development methods of teaching are recommended. This method helps learners to comprehend, analyze, synthesize and evaluate information. It helps learners develop good cognitive abilities, though the cognitive development methods are essentially didactic. Some of the teaching methods in this category include:

- 1 Discussion Method
- 2 Questioning/Socratic Method
- 3 Team Teaching Method
- 4 Talk Chalk/Recitation Method
- 5 Field Trip/Excursion Method
- 6 Team Teaching Method

2. Affective Development Method: This domain includes objectives which describe changes in interest, attitudes and values. It further deals with the development of appreciation and adequate adjustment. Education has a lot to give the learner in order to

assist him/her develop in these areas, hence teachers are encouraged to include learning experiences that are worthwhile, teach in ways that arouse interest and develop proper attitude in learners. This mode of teaching are basically phyletic, here students feelings or opinion are aroused. Some teaching methods under this category include:

- 1 Modeling Method
- 2 Simulation Method
- 3 Dramatic Method
- 4 Simulation Games
- 5 Role-Playing Method

3. Psychomotor Development Methods: These are activity based methods of teaching that aim at motor skills development in learners. This method requires that learners are able to illustrate, demonstrate, or perform certain skills using their manual dexterity. It is a heuristic method of teaching that involves inquiry and discovery methods of teaching. It is a more student activity based method. This method includes:

1. Inquiry Method
2. Discovery Method
3. Process Approach Method
4. Demonstration Method
5. Laboratory/Experimentation Method
6. Programmed Learning Method
7. Dalton Plan/Assignment Method
8. Project Method

9. Microteaching Method

10. Mastery Learning

Over the century, a great number of teaching methods have been developed, modified and even combined. Below is a list of some teaching methods that can be used to facilitate learning generally.

As already mentioned, there are several methods of teaching; the following methods will be discussed in this paper:

1. Discussion method
2. Questioning method
3. Role Playing Method
4. Stimulation Method
5. Demonstration Method
6. Inquiry/Discovery Method

Discussion Methods:

Discussion is usually at a higher cognitive level and it develops critical thinking. Student's participation is necessary for a successful classroom discussion. It is a student centered teaching technique but requires careful planning by the teacher to guide discussion. Successful discussions are guided by specific teaching goals. It involves a process of free guided discussion and expression of views and ideas on a given topic, question or problem by the teacher. In the students attempt to solve the problem or answer the question, students pair up in smaller groups for about five minutes or more,,

discuss the issue on ground and then they are brought back for a full group discussion. Various students are able to participate and are exposed to other student's ideas. In small group students can discuss a complex issue and when they are brought back to the larger groups, these students can discuss their reactions, share ideas and build on each other's suggestions. This method encourages student's participation, develops critical thinking, develops student's ability to communicate, and problem solving skills. It allows all to participate.

Trouble Shooting: Atimes, in the process of critical discussion, it turns out into emotional charged unproductive debates, here the teacher should get other students involved to identify the issue of conflict and encourage them to analyze the discussion with less emotional charge. Discussion method can be tedious to co-ordinate and not practical with a lot of students at once.

Finally, discussions are characterized by multiple interactions, with the teacher as the facilitator. Discussions are basically small groups in nature and these groups vary in size and composition. Participant interactions are encouraged to be arranged face-to-face.

Questioning Method:

Questioning method of teaching aids learners in connecting concepts, increasing awareness, encouraging creative and imaginative thought, making inferences etc. Questioning generally helps learners to explore deeper level of thinking, knowing and understanding. Questioning, though it is more of a technique than a method of teaching, it is used during various methods of teaching. Questioning aids in sensitizing the inquisitive

mind of the learner. This method is credited to Socrates, a Greek Philosopher.

Questioning methods may be used for the following purposes:

1. **To arouse interest & curiosity:** At the beginning of a lesson, questions can be used to secure interest, and focus the attention of the group on the subject.
2. **To stimulate discussion:** Questions that are thought-provoking can get the group to start reactions.
3. **To channel thinking:** By skillful questioning, the teacher can steer the group to the objective he has established, keep them on the right track and guide their thinking. The teacher can also help the group to move from the known to the unknown by a series of well-prepared questions.
4. **To determine how well the group understand the material:** By the response given to a question, the teacher can determine if the group has absorbed what is being presented, and provides opportunity to correct any misconceptions or to elaborate on points.
5. **To get the attention of an individual:** To help a timid person to express his or her thoughts (Achuonye & Ajoku, 2003).

There are five basic types of questions namely:

- a. **Factual:** These require straight forward answers based on obvious facts or awareness. Answers are either right or wrong-yes or no.
- b. **Convergent:** Answers to questions of this nature are usually within a finite range of acceptable accuracy. They allow for only one right response; they are questions about concrete facts.

- c. **Divergent:** These questions allow for many right responses. These questions give students the room to explore various avenues, creates alternative answers. Correct answers here could be based on logical projections or imagination. Questions here deal with opinions, hypotheses & evaluation and they predict different outcomes.
- d. **Evaluative:** Evaluative questions are open-ended & more difficult to answer, because some criteria must be established for making any judgment. Basically, evaluative questions require students to make judgments on something. Responses to these questions are limited to a number of choices.
- e. **Combination:** These are questions that blend and can be combined as a question.

Characteristics of Good Questions

- i. Good questions should be clear, brief, concise and direct to the point.
- ii. They should be free from ambiguity.
- iii. Good questions should be thought-provoking.
- iv. They should suit the age, abilities, interest and characteristics of the particular learners or audience at hand. (Gbamanja, 1991)

Role Playing Method:

This method of teaching can be used for solving real life situational problems. The technique of role play develops practical professional skills and functioning knowledge. It enables students in the classroom to act as stakeholders in an imagined scene. In a play role, the teacher selects an event that illuminates the topic of study and students are assigned roles, which will be played out, the role play will be concluded, with a reflection

stage that reinforces the concepts introduced by the role play. This method gives students the opportunity to explore together their feelings, attitudes, values and problem solving strategies. Role play also creates a stimulating environment that brings reality to life and intensifies learners understanding of the event being played. This method intensifies and accelerates learning, it can be described as a hands-on approach to learning & students learn through active involvement in role-play. The problem with role playing method amongst others is that directing a role playing is complex. Also, some students may be too self-conscious and may not be able to play the role for other students to observe.

Games/Simulation Method:

This method entails a real life activity in a simple manner that communicates the idea to the learners. Example, If the “use of money” is the topic in class; the teacher gets two students to act a trader and a customer scene, where the customer buys the items from the trader with the money, in this scene, the use of money is depicted in real life situation. This kind of simulation is better than mere verbal description.

Omieibi-David (2001) conceptualizes simulations as an imitation of real life situations that requires participants to play a role that involves them in interaction with other people or with elements of the environment concerned.

The use of stimulation methods in classroom situations is devised to help students learn how things operate in reality. Students are encouraged to act out the same roles and make decisions likened to real life situations. Therefore, simulation helps students to practice and understand adult roles and also develop the skills necessary for a successful adult life.

Simulation and games are used at all levels of education and creates both intrinsic and extrinsic motivation in the learner. While simulation methods present the students realities of life in concrete and simple forms, they are innovative and a welcome change in the learning experiences as compared to the routine classroom learning. Simulation problems shooting areas lies in the fact that it is time consuming, very expensive, especially in an attempt to purchase a reasonable number for class use. It also requires great classroom management.

Demonstration Method:

A demonstration involves showing, doing or telling the students the point of emphasis. It is mostly used as a technique within a method of teaching and a times as a method of teaching itself. Here the role of the teacher is to illustrate how to do something or illustrate a principle first by explaining the nature of the act verbally, followed by demonstrating the act in a systematic manner and later the students repeats the act. Here students are involved in doing things that will influence their behavioural patterns, through demonstrations; students are exposed to physical materials that will illustrate some meaning to their cognitive framework. Direct experiences like this go a long way to enrich learning. Demonstration is useful mostly in imparting psychomotor skills and lessons that require practical knowledge. The gains of using demonstration method in teaching lies in the fact that it bridges the gap between theory and practice, enables learners to become good observers and generate their interest; students see immediate progress as a result of a correct effort and it enables the teacher to teach manipulative and

operational skills. The problems encountered in this method amongst others include the fact that students lose interest and confidence when they fail to repeat accurately; creativity and originality by students are hindered as students try to do it exactly the same way as their teacher did it and students have a limited opportunity to be familiar with learning materials.

Inquiry/Discovery Method:

This is a teaching learning situation whereby students are given the opportunity to discover and find out things for themselves. Inquiry/discovery methods have been known to provide meaningful learning to students when compared to other methods. This method is rooted in the heuristic teaching activity and problem solving; these are basically the major ingredients of modern science. It is a learner centered method, whereby the learner discovers & explores some problem solving experiences with a view to draw conclusions from data gathered through the process of observing, predicting, measuring and formulating relevant questions. Learning acquired through inquiry/discovery method is mostly accepted as more meaningful and authentic than learning imposed by external forces. This method can be used with students at any academic level though more effective with students at the secondary and tertiary levels.

Two types of discovery methods can be used by the teacher namely; the structured method and the open discovery method.

- **Structured Method:** Here the teacher gives a clear set of instructions that learners are to follow to discover a fact, idea or skill for themselves.
- **Open Discovery Method:** The teacher in this method presents a problem, gives some questions and directions that requires learners to find answers to. Here, the teacher gives the learner the freedom to explore different perspectives, views, possibilities, and solutions to the problem.

There are no stereo type answers as the learners arrive at different solutions to a problem, especially in the case of the open discovery method. In both situations, they are expected to find the solution within a specific time frame.

The gain of inquiry/discovery methods includes:

- It demonstrates student's proficiency.
- It encourages curiosity.
- It encourages students to develop coding system which helps them to make connection among objects and phenomena.
- Fosters intuitive thinking in the classroom.
- Develops good communication skills as science requires distinct communication for accurate sharing of methods and findings and
- Students become independent thinkers.

Below are some problems experienced in using the inquiry/discovery method of teaching.

- It is not cost effective.
- It requires a lot of planning before it can be implemented.

- It is time consuming.
- Unsuccessful attempts at arriving at needed solution may have negative impact on students.

ONLINE TEACHING AND LEARNING

Online teaching and learning refers to education that takes place over the Internet. A significant number of colleges in the US and abroad are moving from the traditional face-to-face classes into fully online, web-based courses. Online education, often called distance education or web-based education, is currently the latest, most popular form of distance education. It has recently become an integral part of many university programs.

Online teaching and learning is designed to reach and engage the modern learner on one-to-one basis anywhere and anytime. A popular one involves Massive Open Online Courses (MOOC), which have grown involving many researchers and research institutions (Sadiku, M.N.O., Musa, S.M. and Nelatury, S.R., 2017). The reasons for offering online course include easy and convenient access for students, higher degree completion rates, and the appeal of such courses to non-traditional students. In a similar vein, barriers to the adoption of online courses include lack of faculty commitment and high costs of implementation and delivery of the courses (Bollger D.U. and Wasilik O, 2009).

The key to a successful implementation of online teaching and learning is taking student characteristics into account. Strategies that work for conventional fulltime students may

not be effective for adult learners with full-time jobs and family responsibilities. These students are mostly practically-oriented with keen interest in tools and technologies (Gudivada V.N, Agrawal R. and Chu C., 2013).

Online teaching offers exciting opportunities to expand the learning environment for diverse student populations. As the demand for online teaching increases, college professors may be asked to consider teaching their classes' online. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements. Both approaches are similar in content, except in pace and delivery. Rather than developing the courses from scratch, a company has emerged to take care of the courses. Professors just need to use Course Management System (CMS) software to prepare and deliver their courses. Using the software allows instructors to get it right from the beginning.

For online teaching to be successful, it is that the instructor should follow the following seven principles (Stern J.)

1. Encourage student participation.
2. Encourage student cooperation.
3. Encourage active learning.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.

HISTORY OF ONLINE TEACHING AND LEARNING

In comparison to its parent field of distance education, which traces back to the late 1800's, online learning is a relatively young field. Because it "lies at the junction of distance education, human-computer interaction, instructional technology and cognitive science" (Larreamendy, Joerns & Leinhardt, 2006) the field of online learning is appropriately considered as multidisciplinary.

Beginning in the 1990's, following the advent of the Internet in North America, online learning experienced significant growth as both educational institutions and corporations began to leverage the affordances of the Web to deliver training, courses and degree programs (Gunawardena & McIsaac, 2004). In 2000, Congress established the Web-Based Education Commission in order to investigate the impact and potential of the Internet on education, from Kindergarten to higher education, and encompassing the corporate sector and local communities.

The development of e-learning in Nigeria could be traced back to the development of telecommunication which began in 1886 when e-cable connections was established by the colonial masters between Lagos and the colonial office in London to transmit information and receive feedback. By 1893, all government offices in Lagos were provided with telephone service for easy communication, feedback and easy access and later all other parts of the country were provided with telephone services.

In Nigerian schools, the commonest type of e-learning adopted is in form of lectures note on CD-ROM which can be played as at when the learners desires. The challenge of this method is that the numbers of students per computer in which these facilities are

available are un-interactive as compared to when lectures are been received in the classroom. Some institutions adopted the use of internet facilities; however, this is not well maintained because of incessant power problem and high cost of running generating set. Most students in Nigeria go to the cyber café but because there are people of diverse intension on the net at the same time, and the bandwidth problem, a multimedia interactive cannot be done. Despite all these and other challenges facing e-learning in Nigeria educational institution, institutions such as University of Ibadan, Obafemi Awolowo University, University of Benin, University of Abuja, University of Lagos, National Open University of Nigeria among others has the facilities for e-learning. The number seems very low (compared to other parts of the world and the usefulness of the e-learning in the economy development) because of location of most institutions, bandwidth issue and mostly the challenge of electricity, though most of the educational institutions (private and public) have started setting up their ICT centers for internet services alone without actually taking into consideration other components of e-learning center.

TYPES OF ONLINE LEARNING

The following are the major types of online learning;

1. Synchronous online learning
2. Asynchronous online learning
3. Interactive online learning

4. Individual online learning
5. Collaborative online learning

Synchronous online learning: Synchronous online learning enables groups of students to participate in a learning activity together at the same time, from any place in the world. Real-time synchronous online learning often involves online chats and videoconferencing, as these tools allow training participants and instructors to ask and answer questions instantly while being able to communicate with the other participants.

Asynchronous online learning: In the case of asynchronous online learning, groups of students study independently at different times and locations from each other, without real-time communication taking place. Asynchronous e-learning methods are often considered to be more student-centered than their synchronous counterparts, as they give students more flexibility.

Interactive online learning: Interactive e-learning allows senders to become receivers and vice versa, effectively enabling a two-way communication channel between the parties involved. From the messages sent and received, the teachers and students can make changes to their teaching and learning methods.

Individual online learning: When practicing individual learning, the students study the learning materials on their own (individually), and they are expected to meet their learning goals on their own. This type of learning is not ideal for developing communicational skills and teamwork abilities in students, as it largely focuses on students learning independently, without communication with other students.

Collaborative online learning: Collaborative e-learning is a modern type of learning method, through which multiple students learn and achieve their learning objectives together as a group. Students have to work together and practice teamwork in order to achieve their common learning objectives. (2021 e-student.org)

COVID 19 AND ONLINE TEACHING AND LEARNING

Since schools closed due to the COVID-19 pandemic, there have been efforts by governments, private sector and key education stakeholders to promote continued learning and bridge potential learning gaps. These efforts range from large-scale, low technology solutions that do not require internet-enabled devices (radio and television), to high technology alternatives (virtual classrooms, video conferencing, animated lessons and online resources libraries) that require internet-enabled devices. According to Vegas (2020), while about 90% of high-income countries are providing remote learning opportunities, less than 25% of low-income countries are offering any type of remote learning at all. Consequently, the former majorly engage learners via online platforms, while the latter mostly use television and radio to reach learners. In fact, only about 23% of countries in sub-Saharan Africa combine online and broadcast media platforms, and only 11% rely exclusively on online platforms.

The education crisis during the pandemic has also challenged the leadership style of government agencies working in education. These agencies have had to deploy crisis management skills in ensuring that the number of Nigeria's out-of-school children does not increase permanently by working with stakeholders to provide distance learning opportunities for as many children as possible. They however have not provided an enabling environment for public tertiary institutions to transition from traditional schooling to remote schooling. Nigeria requires massive training of teachers to teach at a distance and in the use of e-learning. Teaching online is much more difficult than teaching face-to-face (Lawal, 2020).

The global technological space has experienced positive disruption and Nigeria is not excluded. A number of technological tools and services that can facilitate remote teaching and learning have been tailored to meet current educational demands. Most education technology service providers have also adapted their platforms to support remote learning at scale. Websites for learning have - during this period - have expanded their content. Platforms such as Virtual Learning environment Zoom, Google Classroom and various social media group forum like telegram, messenger, Whatsapp and Wechat are explored for teaching and learning during the covid19 period.

CHAPTER THREE

METHODOLOGY

This chapter presents the description of the method and procedures used in carrying out this study. This chapter is discussed under the following sub-headings: research design, area of study, population of the study, sample and sampling techniques for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

- **Research design**

Nachmias (1995), see research design as the programme that is meant to guide the researcher in the process of collecting, analyzing and interpreting observation. The design of this study was a “survey research design”. A survey research design according to Nnorgu (1991) is one in which a group of people or items considered to be representative of the entire group. This design was considered appropriate and suitable for this study because it focused on obtaining information and analyzing data from a group of senior secondary students considered to be a representative of the entire population about the effect of the covid-19 pandemic on the academic and social performance of senior secondary school students in Nigeria.

- **Area of the study**

The study was carried out in Ikpoba Okha Local Government Area in Edo State. There are also primary and secondary schools and some tertiary institutions

which include: Colleges of Education, Polytechnics/ and Universities. Those schools are both private and public owned. The choice of Ikpoba Okha Local Government Area is due to its accessibility and presence of many secondary schools.

- **Population of the study**

Jacobs (2005), defined population as an entire group of people, objects or events all have at least one characteristic in common. Olaitan and Nwoke (2008) conclude that the population of a study represents the target of the study as defined by the aims and objectives of the study. The population of the study comprised of the secondary schools in Ikpoba Okha Local Government Area of Edo State. Both private and public schools were randomly selected from among the secondary schools.

The schools selected in Benin are:

- Benito Bedrock Education Centre.
- Bravura Secondary School.
- Edokpolor Grammar School

- **Sample and sampling technique**

Iwuama et al (2005), view sample as the unit or portion of the population that has been selected for the study. The sample of this study is made up of the students in S.S I-III of the above named Secondary schools.

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid e	Male	51	48.6	48.6	48.6
	Femal	54	51.4	51.4	100.0
	Total	105	100.0	100.0	

LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SS1	29	27.6	27.6	27.6
	SS2	40	38.1	38.1	65.7
	SS3	36	34.3	34.3	100.0
	Total	105	100.0	100.0	

TYPE OF SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Public Secondary School	30	28.6	28.6	28.6
	Private Secondary School	75	71.4	71.4	100.0
	Total	105	100.0	100.0	

Sampling techniques is a process of taking or selecting any portion of a population as a representative of that population Kerlner (2000). It involves different methods, but the one used for this study is simple random sampling a sample is said to be randomly selected, if each of the members of the group is given equal chance of being selected. It can be carried out by either using the lottery method (balloting/which can be with or in without replacement of table of random digit.

- **Research Instrument**

The instrument used for this research is a questionnaire titled effect of covid-19 on the academic and social lives of senior secondary school students, it has two sections. The section A deals with the personal bio data such as sex, level, type of school, etc. section B consists of 11 questions that were based on four hypotheses in each of the research hypothesis. The section B contained options like SD (strongly

disagree), D (disagree), SA (strongly agree), and A (agree), which the respondent is expected to fill in his/her appropriate words of responses

- **Validity of the Study**

Validity of an instrument refers to the extent or degree to which the test measures what it is supposed to measure (Iwuama et 2005). In other words validity is the truthfulness of instrument. The instrument for this study was validated by the supervisor who certified the instrument as appropriate for the study after some corrections have been made.

- **Method of data collection**

A total number of Eleven (11) questions and 100 copies of questionnaire were distributed to the students respectively. This method of data collection will be used in order to gather accurate information about the effects of the covid-19 pandemic on the academic and social performance of senior secondary students.

Method of data analysis

The data were analyzed using descriptive statistics and t-test statistics. Research questions are answered using the descriptive statistics while the hypotheses are tested using independent t-test.

The minimum score obtainable for the 6 items on academics is 6, while the maximum score was 24. For social life, the minimum obtainable score was 5 and the maximum 20.

For academics, the mean was $2.5 \times 6 = 15$. So, any score below 15 disagrees on the effect but scores from 15 to 24 agrees there is effect. For social life, mean score was $2.5 \times 5 = 12.5$. Any score below 12.5 disagrees but scores from 12.5 to 20 agrees. All hypotheses are tested at the level of 0.05

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Research Question 1: Is there a difference in the mean perception scores of the effect of COVID-19 lockdown on academics between students in Public and Private Senior Secondary Schools?

Hypothesis 1: There is no significant difference in the mean perception scores of the effect of COVID-19 on academics between students in Public and Private Senior Secondary Schools.

Table 1: Summary of the Descriptive Statistics of Students' Scores on Academics;
By Type of School

Type of Secondary School	N	Mean	SD
Public	30	14.27	2.180
Private	75	13.32	2.652

Results from Table 1 shows that students from public schools (Mean = 14.27) scored higher than students in private schools (Mean = 13.32) in their perception of the effect of COVID-19 lockdown on their academics. However, since both scores are less than 15 (acceptable mean for agreeing that there is really an effect), it may mean that students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their academics. To determine if the differences between the means are statistically different, an independent t-test was performed to test the hypothesis. Table 1.1, is a summary of the result

Table 1.1: Summary of the Results of the Independent t-Test analysis

Type of School	N	Mean	SD	Mean Difference	Df	T	Sig
Public	30	14.27	2.180	.947	103	1.734	0.086
Private	75	13.32	2.652				

Results show a t value of 1.734 significant at 0.086. Since 0.086 is greater than 0.05, it means that there is no significant difference in the perception of students from both types of schools on the effect of COVID-19 on their academics.

Research Question 2: Is there a difference in the mean perception scores of the effect of COVID-19 on academics between male and female students in Public and Private Senior Secondary Schools?

Hypothesis 2: There is no significant difference in the mean perception scores of the effect of COVID-19 on academics between male and students in Public and Private Senior Secondary Schools.

Table 2: Summary Of The Result Of Descriptive Statistics Of Students' Perception Of The Effect Of COVID-19 Lockdown On Male And Female Students In Public And Private Senior Secondary Schools.

Type of School		N	Mean	Std. Deviation
Public Secondary School	Male	14	14.71	2.016
	Female	16	13.88	2.306
Private Secondary School	Male	37	13.22	2.810
	Female	38	13.42	2.522

Results from Table 2 show that the male students from public schools (Mean = 14.71) scored higher than the male students in private schools (Mean = 13.22) in their perception of the effect of COVID-19 lockdown on their academics. However, since both scores are less than 15 (acceptable mean for agreeing that there is really an effect), it may mean that male students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their academics.

The female students from the public schools (mean = 13.88) scored higher than the female students in private schools (mean = 13.42) in their perception of the effect of COVID-19 lockdown on their academics. Since both scores are less than 15 (acceptable mean for agreeing that there is really an effect), it may mean that female students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their academics. To determine if the differences between the means are statistically different, an independent t-test was performed to test the hypothesis. Table 2.1, is a summary of the result

Table 2.1: Summary of the Results of the Independent T-Test Analysis

Type of school	N	Mean	Standard	Mean	df	T	Sig
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				Deviation	Difference			
Public Secondary School	Male	14	14.71	2.016	.839	28	1.054	.301
	Female	16	13.88	2.306				
Private Secondary School	Male	37	13.22	2.810	-.205	73	-.332	.741
	Female	38	13.42	2.522				

Table 2.1 result from the male and female students of public secondary schools shows a t value of 1.054 significant to 0.301. Since 0.301 is greater than 0.05, it means that there is no significant difference in the mean perception scores of the effect of COVID-19 on the academic performance of male and female students in public secondary schools

Results from the male and female students of private secondary school show a t value of -0.332 significant to 0.741. Since 0.741 is greater than 0.05, it means that there is no significant difference in the mean perception score of the effect of COVID-19 on the academic performance of male and female students in private secondary schools.

Research Question 3: Is there a difference in the mean perception scores of the effect of COVID-19 on social life between students in Public and Private Senior Secondary Schools?

Hypothesis 3: There is no significant difference in the mean perception scores of the effect of COVID-19 on social life between students in Public and Private Senior Secondary Schools.

Table 3: Summary of the Result of Descriptive Statistics of Students' Perception of the Effect of COVID-19 Lockdown on Social Life

Types of secondary school	N	Mean	Standard Deviation
Public secondary school	30	10.53	2.874
Private secondary school	75	11.44	3.015

Results from Table 3 shows that students from public schools (Mean = 10.53) scored lesser than students in private schools (Mean = 11.44) in their perception of the effect of COVID-19 lockdown on their academics. However, since both scores are less than 15 (acceptable mean for agreeing that there is really an effect), it may mean that students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their social life. To determine if the differences between the means are statistically different, an independent t-test was performed to test the hypothesis. Table 3.1, is a summary of the result

Table 3.1: Summary of the Results of the Independent T-Test Analysis

Type of School	N	Mean	SD	Mean Difference	Df	T	Sig
Public	30	10.53	2.874	-.907	103	-1.411	.161
Private	75	11.44	3.015				

Results show a t value of -1.411 significant at 0.161. Since 0.161 is greater than 0.05, it means that there is no significant difference in the perception of students from both types of schools on the effect of COVID-19 on their social lives.

Research Question 4: Is there a difference in the mean perception scores of the effect of COVID-19 on social life between male and female students in Public and Private Senior Secondary Schools?

Hypothesis 4: There is no significant difference in the mean perception scores of the effect of COVID-19 on social life between male and female students in Public and Private Senior Secondary Schools.

Table 4: Summary Of The Result Of Descriptive Statistics Of Students' Perception Of The Effect Of COVID-19 Lockdown On The Social Lives Of Male And Female Students In Public And Private Senior Secondary Schools.

Type of School		N	Mean	Std. Deviation
Public	Male	14	10.57	2.533
Secondary	Female	16	10.50	3.225
School				
Private	Male	37	13.22	3.184
Secondary	Female	38	13.42	2.875
School				

Results from Table 4 show that the male students from public schools (Mean = 10.57) scored lesser than the male students in private schools (Mean = 13.22) in their perception of the effect of COVID-19 lockdown on their academics. However, since both scores are less than 15 (acceptable mean for agreeing that there is really an effect), it may mean that male students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their social lives.

The female students from the public schools (mean = 10.50) scored lesser than the female students in private schools (mean = 13.42) in their perception of the effect of COVID-19 lockdown on their academics. Since both scores are less than 15 (acceptable mean for

agreeing that there is really an effect), it may mean that female students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their social lives. To determine if the differences between the means are statistically different, an independent t-test was performed to test the hypothesis. Table 4.1, is a summary of the result

Table 4.1: Summary of the Results of the Independent T-Test Analysis

Type of school	N	Mean	Standard Deviation	Mean Difference	df	T	Sig
Public secondary school	14	10.57	2.533	.071	28	.067	.947
Male	16	10.50	3.225				
Female							
Private secondary school Male	37	11.59	3.104	.305	73	.436	.664
Female	38	11.29	2.875				

Table 4.1 result from the male and female students of public secondary schools shows a t value of 0.067 significant at 0.947. Since 0.947 is greater than 0.05, it means that there is no significant difference in the mean perception scores of the effect of COVID-19 on the social lives of male and female students in public secondary schools

Results from the male and female students of private secondary school show a t value of 0.436 significant at 0.664. Since 0.664 is greater than 0.05, it means that there is no significant difference in the mean perception score of the effect of COVID-19 on the social lives of male and female students in private secondary schools.

Discussion of findings

The findings on the perception of students on the effect of COVID-19 on their academics and social life may be as a result of many students' still attending home lessons and moving about during the pandemic. This result is not in agreement with the findings from other studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

Fundamentally the findings of this research study are summarized below:

The study examines the Effects of COVID-19 Lock-down on Academic and Social Life: Perceptions of Senior Secondary Science Students in Benin City, in other to achieve this objective four purposes were raised which include:

To examine the effect of COVID-19 on Senior Secondary School students in Nigeria, to examine the extents to which COVID-19 lockdown affect academics and social life of Senior Secondary students in Nigeria. To evaluate the challenges of COVID-19 lockdown on Senior Secondary Schools in Nigeria. To examine how closure of schools affects the academic and social life of Senior Secondary students in Nigeria.

The total population for the study comprises of the entire population of three Public and Private Secondary School in Ikpoba Okha Local Government Area of Edo State. The research questionnaires are the instrument for data collation survey research design was adopted for this study. A total of 100 questionnaires were distributed and

retrieved for the study. The data collections were presented in tables and analyzed using mean statistic, standard deviation and hypothesis.

Conclusion

On the basis of the findings of this study, the researcher conclude that there is no significant difference in the mean perception score of the effect of COVID-19 on the academic performance of male and female students in private secondary schools, students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their academics, students from both types of schools are disagreeing that COVID-19 lockdown really had effect on their social life, there is no significant difference in the mean perception score of the effect of COVID-19 on the social lives of male and female students in private secondary schools selected in Ikpoba Okha Local Government Area of Edo State

Recommendations

The following recommendations were made based on the findings of this study:

1. The government should have the strong political will to provide fund for provision of infrastructural / online teaching facilities and capable personnel in our secondary schools to enhance students' academic in schools.

2. Secondary School Teachers should be given the opportunities to attend seminars, workshops and professional training to broaden their knowledge from time to time and to be able to link their teaching content online for student to have edge in accessing material and online classes.
3. Qualified professional and experienced secondary school teachers should only be employed in secondary schools.
4. The government through the federal and state ministries of education should set up a monitoring team to monitor the fund provided for the provision of infrastructural / online teaching facilities in Ikpoba Okha Local Government Area of Edo State.

Suggestion for further study

A study of this nature cannot cover every area hence there is the need for further studies. It is on these bases that the researcher suggested that further research can be conducted as:

1. Extension of similar studies to other area of the country.
2. Influence of teachers methodology as its Effects of COVID-19 Lock-down on Academic and Social Life in Ikpoba Okha Local Government Area of Edo State.
3. Comparative study of teacher's qualification and student on students' academic achievement.

Contributions to Knowledge

This study has contributed to existing knowledge by highlighting the Effects of COVID-19 Lock-down on Academic and Social Life in Ikpoba Okha Local Government Area of Edo State. It has filled the gap which reveals that the research will benefits the owners of schools, educational system participants, other institutions, and the society at large. Furthermore, the research will assist educational administrators and curriculum planners to ensure that curriculum is adequately implemented in senior secondary in Ikpoba Okha Local Government Area of Edo State.

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QUESTIONNAIRE

Section A:

Bio data

Status

Teacher []

Student []

Sex

Male []

Female []

Type of School

University []

SSS []

JSS []

Level (If a Student)

Year 1 []

Year 2 []

Year 3 []

Year 4 []

Type of School

Public []

Private []

Ownership of School:

Federal [] State []

Religious Body []

Individual []

Section B: Effect of COVID 19 on Academic and Social Life

During the COVID 19 lock-down I:

1. Studied by myself SD [] D [] A [] SA []
2. Studied with peers SD [] D [] A [] SA []
3. Missed in-class learning SD [] D [] A [] SA []
4. Studied on line SD [] D [] A [] SA []
5. Had no study during the lockdown SD [] D [] A [] SA []
6. Had Hours of studies reduced SD [] D [] A [] SA []
7. Spent most time sleeping SD [] D [] A [] SA []
8. Spent time on social media and online browsing SD [] D [] A [] SA []
9. had no outdoor social events SD [] D [] A [] SA []
10. had no commuting SD [] D [] A [] SA []
11. Had no time for outside sports and exercising SD [] D [] A [] SA []

Thanks for your cooperation.

