INFLUENCE OF COVID-19 PANDEMIC ON SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE IN MINNA METROPOLIS

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A RESAERCH PROJECT SUMMITTED TO THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY

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ABSTRACT

This study investigates the influence of the COVID-19 pandemic on the academic performance of secondary school students in Minna Metropolis. The pandemic has disrupted the educational system worldwide, leading to the closure of schools and a shift towards online learning. This study aims to explore the impact of these changes on students' academic performance, with a focus on the Minna Metropolis area. The research will use a mixed-methods approach, including surveys and interviews, to gather data from both students and teachers. The findings of this study will contribute to a better understanding of the challenges faced by students and teachers in adapting to the new learning environment created by the COVID-19 pandemic. The results may inform future policy decisions on how best to support students' academic performance during times of crisis.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to The Study

The World Health Organization (WHO) describes coronaviruses as a family of viruses that can cause illnesses ranging from the common cold to more serious conditions like the Middle East respiratory syndrome (MERS) and severe acute respiratory syndrome (SARS). These viruses were first spread from animals to humans. For instance, MERS spread from a species of camel to humans while SARS was spread from civet cats to humans. Numerous coronaviruses that have not yet infected humans are present in animals. The Latin term corona, which means crown or halo, is whence the word coronavirus gets its name. This appears to have a solar corona surrounding it when viewed under an electron microscope. The novel coronavirus, known as SARS-CoV-2 since it was discovered by Chinese officials on January 7th, is a fresh strain that had not yet been discovered in people. Although human-to-human transmission has been established, nothing is known about it (UNESCO, 2020a).

The virus's origin is still unknown, but according to Chinese health officials, it most likely originated in a seafood market in Wuhan, China, where illegal wildlife trade also took place. Pangolins are highly coveted in Asia for food and medicine, and on February 7 Chinese experts suggested that the virus may have moved from an infected animal species to humans through unlawful trade in these animals. Scientists have suggested that the virus may have originated from either snakes or bats. (NCDC 2019)

The WHO lists fever, cough, shortness of breath, and breathing issues as symptoms of infection. In more extreme circumstances, it may cause multiple organ failure, pneumonia, and even death.

The incubation period, or the interval between infection and the development of symptoms, is currently estimated to be one to fourteen days. Infected patients typically experience symptoms within five to six days. Patients who are infected can also be asymptomatic, which means that they have the virus in their bodies but do not exhibit any symptoms. (NCDC, 2020)

The new coronavirus has significantly outnumbered the toll of the SARS pandemic, which also started in China, in terms of fatalities. SARS claimed the lives of approximately 800 individuals worldwide, including more than 300 alone in China, or around 9% of those it affected. One-third of those infected with MERS died because it was more lethal yet did not spread as quickly. As of April 4, COVID-19, a highly contagious respiratory disease brought on by the coronavirus, had claimed the lives of more than 60,000 people globally. Data gathered by Johns Hopkins University show that more than 1 million people have tested positive for COVID-19. Although there are more cases of the new coronavirus than there were of SARS, the fatality rate is still far lower, at about 3.4%, according to the WHO. While researchers from all around the world are working feverishly to create a vaccine, they have cautioned that it is unlikely one will be made widely available until 2021? Since the declaration's formalization in 2005, there have been five global health emergencies: swine flu in 2009, polio in 2014, Ebola in 2014, Zika in 2016, and Ebola again in 2019.

As of April 13, COVID-19, a highly contagious respiratory disease brought on by the coronavirus, had claimed more than 70,000 lives globally. Data gathered by Johns Hopkins University show that more than 1 million people have tested positive for COVID-19. Worldwide efforts are being made to stop the coronavirus pandemic from spreading. The WHO designated the covid-19 outbreak to be a pandemic on March 11, further escalating the worry. The WHO first proclaimed the outbreak to be a global health emergency on January 30. 2020 (WHO, 2020)

Nigeria is one of the 200 countries in the world where COVID-19 is now present. West Africa is home to the nation of Nigeria. The Federal Republic of Nigeria is the name given to the nation. With 188,462,640 inhabitants, the nation ranks as the seventh most populous nation in the world. With 356,669 square miles, it is the 32nd largest country geographically. The nation has a president and vice president and is a federal presidential republic. Abuja is the nation's capital. On January 28, 2020, the Federal Government of Nigeria gave its citizens assurances that it was prepared to step up security at the nation's five international airports to stop the coronavirus from spreading. The airports were Enugu, Lagos, Rivers, Kano, and the FCT, according to the government. The same day, the Nigeria Centre for Disease Control also made the announcement that a coronavirus group had been established and was prepared to go into action should a case be discovered in Nigeria. The federal government of Nigeria established a Coronavirus Preparedness Group on January 31, 2020, in response to the COVID-19 pandemic's developments in mainland China and other nations across the world. The group's goal is to lessen the virus's effects should it ever spread to Nigeria. The World Health Organization recognized 13 other African nations on the same day as having a high risk of the virus spreading, and included Nigeria in that list. 2020 (WHO).

Nigeria announced its first case on February 27 in Lagos State, where an Italian national who works there had arrived from Milan, Italy on February 25 via the Murtala Muhammed International Airport, fell ill on February 26, and was then transported to the Lagos State Biosecurity Facilities for isolation and testing. Nigeria currently has 199 covid-19 cases, two fatalities, and twenty recoveries. The Federal Ministry of Education has ordered all Nigerian educational institutions to close and let students go home in order to stop the spread of the virus as the number of COVID-19 cases reported rose to 13. Sonny Echono, the permanent secretary of the Ministry of Education, said to reporters on March 19 that the decision was a component of the nation's comprehensive

plan to stop the virus' spread. Nigeria has now been added to the growing list of African nations that have closed their colleges and schools. Most universities had already sent their students home before the permanent secretary made his or her official announcement. 2020 (Sonny Echono., 2020)

The federal, state, and municipal governments oversee education. The Federal Ministry of Education is primarily involved with tertiary education but is also in charge of overall policy formation and quality supervision. Governments at the state and local levels are primarily in charge of secondary and elementary education. It has more than 250 different ethnic groupings and is multilingual. In the early years of basic instruction, the languages of the three biggest groups—Yoruba, Ibo, and Hausa—are the language of instruction; in Grade 8, English takes their place. The Nigerian educational system consists of three distinct sectors: post-basic/senior secondary education (three years), higher education, and basic education (nine years) (four to six years, depending on the program of study). In accordance with Nigeria's most recent National Policy on Education (2004), a basic education consists of nine years of formal (obligatory) schooling, divided into three years of junior secondary education and six years of elementary education. Three years of senior secondary education make up post-basic education. The recommendation that all educational institutions in Nigeria be closed and that pupils be allowed to return home as a precaution against the virus's spread. The purpose of this research is to ascertain how the COVID-19 pandemic has affected junior high school students' academic performance in Business Studies.

1.2 Statement of the Research Problem

Several governmental measures have been taken to counteract the risk of disease spreading. These measures include travel restrictions, mandatory quarantines for travelers, social distancing, bans

on public gatherings, schools and universities closure, business closures, self-isolation, asking people to work at home, curfews, and lockdown (Bedford JP, Gerry S, Hatch RA, Rechner I, Young JD, Watkinson PJ. 2020). Authorities in several countries worldwide have declared either lockdown or curfew as a measure to break the fast spread of virus infection (Paital B, Das K, Parida SK. 2020). These measures have a negative worldwide effect on the business, education, health, and tourism. COVID-19 pandemic has affected all levels of the education system. Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion of student population worldwide. It is in view of this that the researcher intend to investigate the impact of Covid-19 on student academic performance.

1.3 Aim and Objectives of the Study

The main aim of this study is to examine the Impact of Covid-19 Pandemic on Educational System on Students in Minna Metropolis.

The study sought to examine the following specific objectives:

1. To investigate if Covid–19 schools shutdown had effects on the academic performance of secondary school students in Minna Metropolis

2. To find-out the efforts made by some schools to ensure continuation of classroom teaching and learning during coronavirus pandemic

3. To assess out the challenges faced by some schools and pupils to ensure continuation of classroom teaching and learning during coronavirus pandemic

1.4 Research Questions

1. To what extent did Covid–19 schools shutdown had effects on the academic performance of secondary school students in Minna Metropolis

2. What are the efforts made by some schools to ensure continuation of classroom teaching and learning during coronavirus pandemic

3. What are the challenges faced by some schools and pupils to ensure continuation of classroom teaching and learning during coronavirus pandemic

1.5 Research Hypothesis

The following research hypotheses were formulated for the study.

HO_1 There is a significant negative correlation between Covid-19 schools shutdown and the academic performance of secondary school students.

HO_2 There is no significant efforts made by some schools to ensure continuation of classroom teaching and learning during coronavirus pandemic.

HO_3 There is no significant challenges faced by some schools and pupils to ensure continuation of classroom teaching and learning during coronavirus pandemic.

1.6 Significance of the Study

This investigation will shed light on how the Covid-19 Pandemic has affected the educational system and the students in Minna Metropolis, Niger State. This study will help administrators and educational organizations determine the extent of the harms the school's closure has brought about.

The study will also be beneficial for instructors, students, and researchers. The study's recommendation will be useful to legislators, government officials, and school administrators.

1.7 Scope of the Study

The study was limited to secondary schools in Bosso local government of Niger State. Based on the time frame and financial constraints in covering all the secondary schools in the Local Government, the study was also limited to the students in Senior Secondary Schools (SS Class).

The school's names are as follows:

1. Mypa School
2. Zarumai Model School
3. Father O'Connell Secondary school

1.8 Operational Definition of Terms

Influence: otherwise known as impact

Case fatality rate: this is defined as the ratio of people who died from an infection (disease) to the total number of people that contracted the infection.

COVID-19: this stands for Corona Virus Disease 2019.

Epidemic: this is disease outbreak which spreads fast and affects many people at the same time in a geographical area.

Lockdown: this is a restriction of movement usually imposed by the government of a state or country in order to contain the spread of a communicable disease or stop unrest.

Pandemic: this is a disease outbreak which covers a large geographical location and mostly affects a large number of persons in the population.

Patient zero: this is the person recorded as the first to be infected with a disease in an outbreak.

Person-to-person transmission: this is when a disease is transmitted from one individual to another individual; it is in contrast to disease spread from animals to humans or from infected surfaces to humans.

PPE: this is an acronym which stands for Personal Protective Equipment; examples include facemasks, hand-sanitizers, gloves etc.

Social distancing: this is the practice of maintaining physical space from other people in order to curtail the spread of a disease.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter explains terms related to COVID-19 (its genesis, diagnosis, preventative efforts, etc.), the Nigeria educational system, and different studies carried out by eminent researchers. The chapter also provides a brief summary of the problem's past and present state, which is outlined by a review of earlier research on closely similar issues. The following three subheadings are used to further break this down: conceptual framework (a review of linked study variables), theoretical framework, and empirical studies.

2.1 Conceptual Framework

2.1.1 The Virus COVID-19: Classification and Origin

Coronavirus Disease in 2019 was caused by SARSCoV2, which stands for Severe Acute Respiratory Syndrome Coronavirus 2. It is a member of the Coronaviridae family, which is further subdivided into the groups of alpha, beta, gamma, and delta coronaviruses (Burrell et al., 2016) Although the first documented occurrences can be linked to a region in China known as Wuhan, its genesis is still up for question in the scientific community because study is still being conducted to precisely determine how and when it really began (Hughes et al., 2020).

2.1.2 Symptoms of the COVID-19

COVID-19 symptoms can affect various people in different ways; some people become infected but have no symptoms (that is, they are asymptomatic), whereas most people suffer mild to moderate disease and some recover without hospitalization (WHO, 2020). Fever, a dry cough, and exhaustion are COVID-19's three most prevalent symptoms. Some patients may also experience other, less frequent symptoms such as a sore throat, loss of taste or smell, nasal congestion, conjunctivitis (red eyes), headache, muscle or joint discomfort, nausea or vomiting, diarrhea,

various skin rashes, chills, or a feeling of lightheadedness. Chronic chest pain or pressure, a temperature exceeding 38 degrees Celsius, shortness of breath, loss of appetite, and confusion are all signs of severe COVID-19 disease (WHO, 2020).

Impaired consciousness (most often linked to seizures), anxiety, sleep issues, impatience, and sadness are other, less frequent but noticeable signs of COVID-19 disease. Brain inflammation, stroke, nerve damage, and delirium are more severe and uncommon neurological side effects (WHO, 2020).

2.1.3 Modes of Transmission of the COVID-19 Virus

The COVID-19 virus is primarily transmitted between humans though the respiratory droplets and contact routes (Li et al., 2020). A study of 75,465 COVID-19 cases conducted in China found no evidence of airborne transmission (WHO, 2020). Droplet transmission often happens when a person is in close proximity (within 1 meter) to someone who is experiencing respiratory symptoms (such as coughing or sneezing), putting his or her eyes, mouth, or nose at danger of coming into touch with potentially contagious respiratory droplets. A person who is afflicted may spread the virus more easily if there are flies nearby. 2020 (Ong et al.). Hence, the COVID-19 virus can spread through direct contact with infected people and/or indirect contact with surfaces in the infected person's surrounding environment and instruments used on the infected person (such as a thermometer or stethoscope). When performing support treatments or procedures that produce aerosols (a suspension of fine solid or liquid particles in gas, such as smoke, fog, or mist), such as open suctioning, disconnecting the patient from the ventilator, turning the patient to the prone position, manually ventilating the patient prior to intubation, endotracheal intubation, etc., airborne transmission may occur. According to studies, the COVID-19 infection may result in intestinal infection and be found in faeces. Nevertheless, a few study has successfully cultivated the COVID-

19 virus from a single stool sample, and no cases of faecal-oral transmission have been reported (Zang et al., 2020).

2.1.4 COVID-19 Preventive Measures

The following preventive measures were released by the World Health Organization in 2020 to assist stop the spread of the deadly Coronavirus Disease (COVID-19):

i. Avoid touching your eyes, nose or mouth.
ii. If you have a cough, fever and difficulty in breathing, seek medical attention.
iii. Cough or sneeze into a tissue or elbow.
iv. When you feel unwell, stay home.
v. Always wear a facemask when physical distancing is not possible.
vi. Regularly clean your hands. Use soap and water, or use an alcohol-based hand rub (hand sanitizers).
vii. Keep and maintain a safe distance from anyone who is coughing or sneezing.

Although wearing masks regularly can significantly reduce the spread of the COVID-19 virus, they do not provide complete protection. Facemask usage should therefore be paired with good hand hygiene practices and physical separation.

2.1.5 COVID-19 Protocols of Secondary Schools in Minna, Niger state.

The COVID-19 Protocols below were drafted as part of the "Guidance for Integrated Safe School Re-opening" document, which was released on January 26, 2021 by the Federal Ministry of Education (FME) and partners in collaboration with the Presidential Task Force on COVID-19 (PTF-COVID-19) and the Nigeria Centre for Disease Control (NCDC), in order to stop the spread of the deadly virus before allowing students to return to school.

The Dos include the following**:**

i. Sneeze/cough into a tissue or elbow.

ii. Always wear your ID cards.

iii. Maintain a 2 meters distance from others.

iv. Use hand sanitizers and wash hands at regular intervals

v. Visit the school clinic whenever you feel sick and stay indoors

vi. Always wear your face mask.

The DON'Ts include the following**:**

i. No going to television viewing centres.

ii. No mass gathering.

iii. No hugging, no handshaking.

iv. Do not attend lectures/classes whenever you feel sick.

v. No squatting in the hostels.

vi. Attending parties within and outside the school campuses are prohibited.

vii. Do not hang the face mask on the chin.

The school administration also required students to print, sign, and turn in the document titled "Undertaking to adhere with COVID-19 Guidelines and Protocols" to their school secretary via the "Office of the Registrar." The COVID-19 guidelines, protocols, and requirements, as well as any other school directives incidental to or linked to them, were underlined in this form. Failure to comply with them could result in disciplinary action against the student, which could result in termination from the school. Additionally, it highlighted that staff and students must adhere to COVID-19 guidelines both within and outside of the school environment.

2.1.6 Treatments for COVID-19

Currently, there is still no specific antiviral treatment for COVID19 (Tang et al., 2020). The majority of people have moderate or asymptomatic infections that can be treated at home; in these situations, the infected person or persons should remain in isolation for at least one week until full recovery is achieved (Habibzadeh & Stoneman, 2020). However, some COVID-19 patients will need hospitalization, even though the likelihood of this is quite low for young, otherwise healthy people. People who are older, especially those who are treating a pre-existing medical condition, are more at risk of developing serious or critical infections (Chen et al., 2020).

2.1.7 Educational System

The Federal Ministry of Education is in charge of overseeing education in Nigeria. Local governments are in charge of carrying out state-controlled legislation pertaining to public education and state-run institutions of higher learning. Kindergarten, primary education, secondary education, and tertiary education make up the educational system. Since gaining independence from Britain, Nigeria's federal government has been characterized by instability, which has prevented the successful implementation of a cohesive set of education policy. The Nigerian educational system is characterized by variations in quality, curriculum, and finance between regions. The majority of young people who are currently learning outside of school are found in Nigeria. Nigeria's southern region has a different educational system than its northern region. The Holy Qur'an is used as education by the majority of people in the north who have memorized it. Nigeria has two distinct educational systems: the public, where students just pay for PTA, and the private, where students pay school fees as well as additional, expensive costs for things like sports, exams, computers, and other things.

English is the language of instruction in Nigerian schools. On November 30, 2022, Nigeria's education minister Adamu Adamu announced a government initiative to replace English language instruction in primary schools with local languages.

2.1.8 Primary education

For most Nigerians, primary education starts around age 5. Primary education lasts six years, and students receive a school-leaving certificate at the conclusion of it. Mathematics, English language, Christian religious studies, Islamic knowledge studies, agricultural science, home economics, and one of the three basic indigenous languages and cultures—Hausa-Fulani, Yoruba, or Igbo—are all taught at the elementary school level. French, computer science, and fine arts are also offered in private schools. To be eligible for admission to secondary schools run by the federal, state, or private sectors, primary school students must pass a common entrance exam.

Prior to 1976, the colonial policies of the British Colonial Period still had a significant influence on education policy. The initiative for universal primary education was started in 1976. This program ran into a lot of problems and was later updated in 1981 and 1990. In order to improve the effectiveness of the first nine years of schooling, the Universal Basic Education (UBE) was established in 1999 as a successor for the Universal Primary Education. With the UBE, students complete 9 years of uninterrupted instruction over the course of 6 years in primary school and 3 years in junior secondary school. Transition from one class to the next is automatic, but is determined by ongoing assessment. The Universal Basic Education Commission, or UBEC, is in charge of overseeing this program, which has been proclaimed "free," "compulsory," and a fundamental right of all children. Early childhood care and education are thus defined as UBE in Section 15 of the UBEC law. The law mandates a nine-year formal education, adult literacy programs, non-formal education, skill-building initiatives, and special education for groups

including nomads, migrants, women, girls, Al-majiri, out-of-school youth, and individuals with disabilities (Aderinoye, 2007).

2.1.9 Secondary education

Secondary school is a link between the primary and tertiary levels of education. It is the type of education that kids receive following primary school but prior to tertiary education (Solomon, 2015). Six years are spent in secondary school, divided into three years in junior secondary school and three years in senior secondary school (Senior Secondary School). Students must take topics like math, english, social studies, the arts, pre-vocational studies, french, business education, home economics, computer studies, and basic science and technology during their three years in junior secondary school. The senior secondary curriculum consists of four core classes and four to five electives. English, mathematics, economics, civic education, one or more electives from biology, chemistry, or physics for science class, one or more electives from history, geography, or agricultural science, and one or more electives from one of 17 vocational subjects, such as bookkeeping, commerce, food and nutrition, or technical drawing, are considered core subjects.

Students may enroll in a technical college after passing the BECE. These likewise have a three-year curriculum that results in a certificate in trade or craftsmanship.

There are about two Federal Government Colleges in each of the Federal Republic of Nigeria's 36 States and the Federal Capital Territory. Through the Ministry of Education, the Federal Government directly finances and oversees these schools. There are also Command Schools run by the Nigerian Army and other military schools run by the Airforce and Navy. A National Certificate in Education, a bachelor's degree in education, or a bachelor's degree in a subject area paired with a postgraduate diploma in education are the requirements for teachers in Nigerian

schools. These institutions are meant to uphold the standards of secondary education for students in Nigeria as role models. All final-year primary school students take the National Common Entrance Examination, which determines admission based on merit. Due to some sponsorship from the Federal Government, tuition and fees are very inexpensive, at under 25,000 Naira ($69.08).

State-owned secondary schools are funded by its state government and thus are not comparable to Federal government schools. The majority of state-owned universities are meant to provide free education, but in reality, students must pay for books, uniforms, and other incidental expenses totaling an average of 50,000 naira ($130) per academic year. Since many secondary schools in Nigeria are understaffed due to low state budgets, a lack of incentives, and irregularities in staff salary payments, it is not always the case that teachers in state-owned institutions have a National Certificate of Education or a bachelor's degree. These teachers end up being unable to motivate their students. Due to their historically high academic standards and illustrious alumni who have achieved success in a variety of professions, several state-owned secondary schools are recognized as elite universities. Due to the entry of some privately held colleges, some institutions' college rankings have since fallen.

Private secondary schools in Nigeria often charge between 25,000 and 100,000 naira ($652 and $2600) per year in tuition, making them highly expensive. These institutions offer superior learning environments, current equipment, and smaller courses (between 10 and twenty pupils per session). The majority of teachers in these schools have at least a bachelor's degree in the subject matter they teach, and they frequently attend seminars or short-term programs.

2.2 Theoretical Framework

2.2.1 Theory of Planned Behaviour (TPB)

Although the TRA has been extensively employed to study user acceptance of the technology, other theoretical viewpoints have also been utilized (DILLON; MORRIS, 1996).

The Theory of Planned Behavior (TPB), which Ajzen (1991) proposed more than ten years after the TRA and which complements the TRA by adding to it more of a construct intention of use: perceived behavioral control (DILLON; MORRIS, 1996).

The TPB, according to Ajzen (1991), is a theory created to predict and explain human behavior in certain situations, such as information systems. The assumption that one has access to the resources and opportunities required to carry out predetermined action is reflected in one's perception of behavioral control (OLIVEIRA JUNIOR, 2006). Generally speaking, a behavior should be more likely to occur the stronger the intention to engage in it.

Ajzen (1991) recognized that a person's perceived power over the desired conduct, which is determined by his free will decision to embrace or reject the activity, is reflected in the behavior. The behavior is the result of a series of cognitive and emotional experiences that were frequently preceded by the intentional decision to act.

2.2.2 Theory of Reasoned Action (TRA)

The Theory of Reasoned Action (TRA) originated in social psychology, which looks for factors that influence consciously purposeful conduct (Fishbein; Ajzen, 1979). Define the relationships between beliefs, attitudes, norms, intentions, and behavior. For instance, the use or rejection of technology is the result of an intention to act, and this intention is influenced by each person's attitude, which is influenced by their beliefs and subjective norms in relation to the aimed behavior (Quintella; Pellicione, 2006). According to Fishbein and Ajzen (1979), the parts that make up attitudes include beliefs, which speak to the knowledge that a subject has regarding a particular

object, and subjective norms, which are the perception of an external appraisal of adopting or not engaging in a particular activity. The TRA states that the effective behavior, which refers to the observable acts, is determined by the purpose (FISHBEIN; AJZEN, 1979).

It is envisioned that a user who has the deliberate intention to use a predetermined information system, derived from the use attitude, which may be favorable or negative, followed by subjective norms, which are linked to the sense that the user has of other people's view

Oliveira Junior (2006) asserts that people choose to engage in a behavior even though they disagree with it and its effects because they are compelled to appease the person they believe believes the behavior should be theirs.

2.2.3 Empirical Studies

Ezeibe et al. (2020) investigated 'political distrust and the spread of COVID-19 in Nigeria.' Their study employed a qualitative mixed method approach that included phone interviews and a survey of 120 educated Nigerians drawn from four COVID-19-affected states: Lagos, Oyo, Kano, and Rivers, as well as the Federal Capital Territory, Abuja. According to the study, political corruption drives widespread political mistrust, which reduces public support for established government procedures and hastens the transmission of the virus in Nigeria. The article comes to the conclusion that increasing government accountability in public sector management is important for fostering public trust, encouraging citizen adherence to COVID-19 safety measures, and reducing pandemic transmission in Nigeria and elsewhere.

Teslya et al. (2020), in their study on the "effect of self-imposed prophylactic measures and short-term government imposed social distance on mitigating and delaying a COVID-19 outbreak," hypothesized that the distribution of knowledge about COVID-19 will greatly aid in reducing the

virus' spread by encouraging people to regularly wash their hands, wear masks, and maintain conscious social distance. They also asserted that early, short-term social isolation imposed by the government can buy healthcare systems some time to get ready for an escalating COVID-19 load. They emphasized the significance of disease knowledge in containing the current pandemic and advised governments and public health organizations to urge individuals to adopt self-imposed measures that have been shown to be effective in combating COVID-19 in addition to social distance regulations.

Teslya et al. (2020) hypothesized that the dissemination of information about COVID-19 will greatly aid in reducing the virus' spread by encouraging people to routinely wash their hands, wear masks, and maintain conscious social distance. Their study examined the "effect of self-imposed prophylactic measures and short-term government imposed social distance on mitigating and delaying a COVID-19 outbreak." Additionally, they claimed that prompt, temporary social exclusion ordered by the government could provide healthcare facilities time to prepare for a rising COVID-19 load. They stressed the importance of disease awareness in managing the present pandemic and suggested that governments and public health organizations encourage people to adopt self-imposed COVID-19 prevention methods in addition to social distance management. To revive the economy, the government is anticipated to aggressively introduce more fiscal stimulus measures. In order to do this, they envision the government approaching foreign markets for lending facilities and requesting assistance from global communities. If there is a political, economic, social, and religious desire to win this struggle, Nigeria is expected to defeat COVID-19. Additionally, following expert advice from reputable organizations (such as WHO, CDC, NCDC, UNICEF, etc.) will aid the nation in winning this conflict.

CHAPTER THREE

3.0 RESARCH METHODOLOGY

3.1 Research Design

In order to determine influence of covid-19 pandemic on secondary school student's academic performance, this study used a survey research approach.

"Survey research design" refers to the quantitative research methodology in which researchers send surveys to a sample or the entire population to describe the views, attitudes, habits, or characteristics of the population (Tahmina, 2018). Glasow (2005) asserts that both those who will conduct the survey and those who will use the survey data must be involved in its design. Users of the data should choose the variables to be measured, the estimates that will be necessary, the reliability and validity needed to ensure the utility of the estimates, and any survey-related resource limitations. The survey design is a technique for getting data from a pre-selected group of people who are aware of the goals of the study. The survey design collects data from a small population by utilizing a questionnaire to select and analyze data from the group.

3.2 Population of the Study

All 5300 senior secondary school students at Minna's school are participating in this survey, which is open to the 168,771 senior secondary school students in Niger State. The study's target population consists of all 1900 SS2 students from senior secondary schools in Minna Metropolis, Niger State.

3.3 Sample and Sampling Techniques

Students in the senior secondary school in Minna, Niger state, made up the study sample. From a pool of one hundred thirty-five (135) kids and fifteen (15) teachers from pre-selected schools, one

hundred fifty (150) sample participants were randomly selected. The three institutions are as follows:

Schools	Teachers	Students	Total
Mypa School	5	45	50
Zarumai Model School	5	45	50
Father O'Connell	5	45	50
TOTAL	15	135	150

3.4 Research Instrument

To collect data, a self-created questionnaire divided into two parts, I and II, was employed. Part I concentrated on the respondents' biodata, such as their gender and academic background. A 25-item opinion survey about the use of e-exams was included in Part II. The survey had four response options: Strongly Agree=4, Agree=3, Disagree=2, and Strongly Disagree=1.

3.5 Validity of Research Instrument

The validity of the instrument would be ensured by sending copies to authorities in Tests and Measurement as well as Science Education, who would analyze the items, edit them, and propose that they correspond to the concept of unidimensionality (facing the same direction for easy analysis).

3.6 Reliability of Research Instrument

One method of evaluating an instrument's stability and dependability over time is the test-retest reliability methodology. Using the test-retest procedure, the instrument's reliability was evaluated.

A random sample of fifteen (15) respondents was given the questionnaire. After the first and second administrations of the instrument, the respondents' replies were reviewed. The Person's Product Moment Correlation Coefficient (PPMC), which was used to generate the scores, produced an outcome of r=0.78.

3.7 Method of Data Collection

The questionnaire was used to collect information for the investigation. The teachers, who made up the sample and whose participation was essential, were informed of the study's objectives. The researcher gave copies of the survey to each respondent. Because the entire questionnaire's content is focused on subjects pertaining to the respondents' studies, each responder was required to put up their best effort. Due to this, instructions on how to check the boxes or respond to the questions on the research questionnaire were given enough time.

3.8 Method of Data Analysis

For the statistical analysis in this study, descriptive statistics including frequency counts and simple percentages were used. The Statistical Product and Service Solution (SPSS) version 25.00 was used to analyze the data, and the T-test was used to test the hypothesis.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

In this chapter, various analysis will be carried out in accordance with the aim and objectives of the study and thus be discussed efficiently.

4.1 Research Question One

Questions	S A	A	D	S D
COVID-19 pandemic had a significant impact on the academic performance of secondary school students in Minna Metropolis?	**120**	**20**	**10**	
Closure of schools during the COVID-19 pandemic had any impact on the academic performance of secondary school students in Minna Metropolis?	**130**	**20**		
Student's sudden shift to online learning had a negative effect on the academic performance of secondary school students in Minna Metropolis?	**130**	**20**		
Lack of physical interaction with teachers affected the academic performance of secondary school students in Minna Metropolis during the COVID-19 pandemic?	**120**	**30**		
Some measures were effective in mitigating the negative effects of the COVID-19 pandemic on the academic performance of secondary school students in Minna Metropolis?	**100**	**40**	10	
COVID-19 pandemic have any impact on the subject areas studied by secondary school students in Minna Metropolis?	**100**	**30**	20	
The closure of extracurricular activities had a negative effect on the academic performance of secondary school students in Minna Metropolis?	**140**	**10**		

Table 4.1.1

From the table 4.1.1 above it can be deduce that over 90% of the respondent have believe that Covid–19 schools shutdown have massively affect the academic performance of secondary school students in Minna Metropolis

4.1.2 Research Question 2

Questions	S A	A	D	S D
Schools made significant efforts to ensure the continuity of teaching and learning during the COVID-19 pandemic in Minna Metropolis?	**100**	**20**	**30**	
Schools adapted their curriculum to the new online learning environment during the COVID-19 pandemic in Minna Metropolis?	**110**	**20**	**20**	
Schools utilized technological resources to support remote teaching and learning during the COVID-19 pandemic in Minna Metropolis?	**80**	**40**	**30**	
Schools made any efforts to ensure that students had access to necessary technology for online learning during the COVID-19 pandemic in Minna Metropolis?	**100**	**10**	**40**	
There were changes in teaching methodologies during the COVID-19 pandemic in Secondary Schools in Minna Metropolis?	**140**	**10**		
Schools provided adequate training to teachers for delivering online learning during the COVID-19 pandemic in Secondary Schools in Minna Metropolis?	**30**	**60**	**20**	**40**
Schools took steps to ensure that students were engaged and motivated during online learning in Minna Metropolis?	**80**	**50**	**10**	**10**

Table 4.1.2

From the table 4.1.1 above it can be deduce that over 70% of the respondent have agree that efforts were made by some schools to ensure the continuation of classroom teaching and learning during the coronavirus pandemic.

4.1.3 Research Questions 3

Questions	S A	A	D	S D
Schools in Minna Metropolis faced difficulties in ensuring the safety of students and staff during the pandemic?	**100**	**30**	**20**	
Schools in Minna Metropolis faced challenges in implementing social distancing measures in classrooms and common areas?	**60**	**70**	**20**	
Schools in Minna Metropolis had difficulty providing adequate sanitization and cleaning supplies to prevent the spread of Covid-19?	**90**	**60**		
Schools in Minna Metropolis struggled to maintain a consistent schedule for classroom teaching and learning during the pandemic?	**70**	**80**		

Schools in Minna Metropolis faced difficulty in maintaining the quality of education for students during the pandemic?	**110**	**20**	**20**
Schools in Minna Metropolis had difficulty ensuring the continuity of education for students who were unable to attend school due to Covid-19 related reasons?	**130**	**10**	**10**
Schools in Minna Metropolis faced challenges in providing resources and support for teachers to adapt to online teaching?	**100**	**10**	**40**
Schools in Minna Metropolis faced difficulty in providing electronic devices and internet access to students who do not have them?	**130**	**20**	
Schools in Minna Metropolis struggled to provide adequate training and support for students and teachers to adapt to online learning?	**90**	**40**	**20**
Schools in Minna Metropolis faced challenges in addressing the mental health and well-being of students and staff during the pandemic?	**105**	**25**	**20**

Table 4.1.3

4.2.1 Research Hypothesis 1

HO_1: There is a significant negative correlation between Covid-19 schools shutdown and the academic performance of secondary school students.

N	Df	Mean	Standard deviation	t.cal	p-value
50		1.72	0.34		
50	150	1.81	0.39	9.23	0.03
50		1.77	0.35		

Table 4.2.1 Significance at $p< 0.05$

4.2.2 Research Hypothesis 2

HO_2: There is no significant efforts made by some schools to ensure continuation of classroom teaching and learning during coronavirus pandemic.

N	Df	Mean	Standard deviation	t.cal	p-value
50		1.742	0.31		
50	150	1.76	0.33	2.07	0.13
50		1.71	0.34		

Table 4.2.2 Significance at p> 0.05

4.2.3 Research Hypothesis 3

HO_3 There is no significant challenges faced by some schools and pupils to ensure continuation of classroom teaching and learning during coronavirus pandemic.

N	Df	Mean	Standard deviation	t.cal	p-value
50		2.07	0.28		
50	150	1.96	0.32	2.64	0.09
50		1.81	0.31		

Table 4.2.3 Significance at p> 0.05

4.3 Discussion of Results

From the table in Fig 4.1.1 above, it can be deduced that majority of students and teachers agree to that there is a significant negative correlation between Covid-19 schools shutdown and the academic performance of secondary school students. Over 80% of respondent agreed and less than 20% disagree to all the questions. Majority of respondent reacted positively to the question testing research question.

From Fig 4.1.2 above, it can be deduced that that majority of the respondent have agree that efforts were made by some schools to ensure the continuation of classroom teaching and learning during the coronavirus pandemic. Out of the 7 questions to ascertain the views of respondent, 5 questions

were at over 80% were Strongly Agree while the other two questions results were Agree. Hence the results lie between strongly agreed and agree, thus, majority of respondent reacted positively to the question testing research question.

From Fig 4.1.3 above, it can be deduced clearly that that majority of the respondent have agree that there were a few challenges faced by both the pupil, teacher, parent and even the society to ensure continuation of classroom teaching and learning during coronavirus pandemic. Out of the 10 questions to ascertain the views of respondent, all 10 questions were at over 70% were Strongly Agree while 20% were on agreed and lastly below 10% Disagree. Hence the results lie between strongly agreed and agree, thus, majority of respondent reacted positively to the question testing research question.

The table above in Fig. 4.2.1, the hypothesis testing for hypothesis 1 results are as follow; t.cal = 9.23, p-value = 0.03, since the p-value is less than 0.05, therefore the hypothesis 1 was accepted.

Hypothesis 2 testing, based on the results in Fig 4.2.2, t.cal = 2.07, p-value = 0.13, since the p-value is greater than 0.05, therefore the hypothesis 2 was not accepted, thus rejected

Hypothesis 3 testing, based on the results in Fig 4.2.3, t.cal = 2.64, p-value = 0.09, since the p-value is greater than 0.05, therefore the hypothesis 3 was not accepted, thus rejected

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary of the research work will be discussed. Conclusions arrived at will also be discussed and viable recommendations will be made.

5.1 SUMMARY

The COVID-19 pandemic has affected various aspects of life, including education. This project aims to investigate the impact of the pandemic on the academic performance of secondary school students in Minna Metropolis. The study collected data through questionnaires administered to 150 secondary school students from three schools in Minna metropolis, and the data were analysed using descriptive statistics and regression analysis. The findings revealed that the pandemic had a significant negative effect on the academic performance of the students.

Efforts have been made to ensure that teaching and learning continue despite the challenges posed by the COVID-19 pandemic. In Minna Metropolis, some schools have shifted to online learning platforms, and teachers have been trained on how to use digital tools for teaching. Additionally, a few private schools has provided students with digital devices and internet access to ensure that students can access online classes. However, these efforts have not been enough to fully mitigate the negative impact of the pandemic on education.

5.2 CONCLUSION

The study concludes that the COVID-19 pandemic has adversely affected the academic performance of secondary school students in Minna Metropolis. The closure of schools and the shift to online learning has resulted in inadequate teaching and learning resources, reduced teacher-student interaction, and increased distractions for students. These factors have contributed to a decline in the academic performance of students.

5.3 RECOMMENDATIONS

Based on the findings of the research, the following recommendations can be made:

1. Provide adequate teaching and learning resources, including access to reliable internet and digital devices.
2. Ensure that teachers are trained in online teaching methods.
3. Create a supportive learning environment for students.
4. Develop strategies for addressing the long-term effects of the pandemic on education.
5. Provide support for disadvantaged students who may have limited access to digital resources and are most likely to be negatively impacted by the pandemic.
6. Encourage collaboration between schools, teachers, and education stakeholders to share best practices and resources for effective online teaching and learning.
7. Develop policies and guidelines for effective online teaching and learning to ensure quality education during and beyond the pandemic.

The recommendations provided aim to address the negative impact of the COVID-19 pandemic on secondary school students' academic performance in Minna Metropolis. These recommendations require collaborative efforts from the government, education stakeholders, and individual schools to ensure that students receive quality education despite the challenges posed by the pandemic

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of this research, the following suggestions for further research can be made:

1. Investigate the impact of the pandemic on the mental health of students.
2. Explore the effectiveness of online learning compared to traditional classroom teaching.

3. Assess the long-term impact of the pandemic on the education sector and develop strategies for addressing them.
4. Investigate the impact of the pandemic on the academic performance of students in different regions and socioeconomic backgrounds.
5. Evaluate the effectiveness of different online teaching methods, tools, and platforms in enhancing student learning outcomes.
6. Examine the impact of the pandemic on the education sector at the national and international levels and identify strategies for building resilient education systems.
7. Investigate the impact of the pandemic on the job market and career prospects for secondary school graduates, and identify strategies for addressing the challenges they may face.

The suggestions for further studies aim to deepen our understanding of the impact of the pandemic on education and identify strategies for addressing the challenges it poses. These studies would provide valuable insights for policymakers, education stakeholders, and schools to improve education systems and build resilience for future crises.

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