



EFFECT OF COVID-19 ON ACADEMIC ACHIEVEMENT OF SENIOR
SECONDARY SCHOOL STUDENTS IN
JALINGO LOCAL GOVERNMENT AREA OF TARABA STATE



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Abstract

When WHO declared COVID-19 as Pandemic and fast spreading, several governmental measures were taken to counteract the risk of the disease spreading such as travel restrictions, mandatory quarantine for travellers, social distancing, bans on public gatherings, school and universities closure, business closures, self-isolation, asking people to work at home and imposition of curfews and lock down. These measures have a negative worldwide effect on the business, education, health, tourism, etc. and educational institutions around the world (in 192 countries) were either temporarily closed or implemented localized closure, affecting 1.7 billion of student population worldwide. It is in view of the above that this research was designed and intended to investigate the impact of COVID-19 on academic achievement of senior secondary school students in Jalingo Local Government Area of Taraba state. A survey design was adopted and gazetted WAEC results for 2019 and 2020 for two selected senior secondary schools was used as source of data for the study. Two parameters, credits in 5 subjects and above and failure in English language and Mathematics were used for comparison of students' academic achievement before and after COVID-19. Findings had revealed that number of students with 5 credits and above in both schools were 99% before COVID-19 (2019) and 97% after COVID-19. Failure in English Language and Mathematics had increase from 15% to 20% and from 2% to 10% in the two schools.

Keywords:

COVID_19; Jalingo; Academic Achievement; Pandemic; Schools

Introduction

Background to the study

Education is one of the most important aspects of human resources development and academic achievement of students is considered to be the Centre around which the whole education revolves. The students' performance plays an important role in producing best quality graduates who would become great leaders and manpower responsible for the country's economic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus students had to put greatest efforts in their study to obtain good grades and to prepare themselves for future opportunities in their careers at the same time to fulfil the employers demand. Academic achievement of students in secondary schools determine whether the students will proceed to university, and other tertiary institutions for higher education. Secondary school students' performance also determines quality of undergraduates to be admitted into universities, polytechnics and Colleges of Education, and the quality of graduates to be release to the Labour market (Olufemi, Adediran, Tokunbo and Oyediran 2018).

COVID-19 is a severe disease associated with 2019 Novel coronavirus known as SARS-CoV-2. It is a large group of medium-sized RNA viruses which belong to the family "Coronaviridae". Corona virus was derived from the virus spherical-shaped outer envelope with distinctive 'club-shaped' spikes, giving the appearance of a crown or halo corona. It was first identified in 1965 (NCDC, 2020)

There are seven coronaviruses that are known to cause diseases in humans. This includes Human Coronavirus HCoV-229E, HCoV-OC43, HCoV-NL63, HCoV-HKU1, Severe Acute Respiratory Syndrome (SARS-CoV) 2002-2004, Middle East Respiratory Syndrome Coronavirus (MERS-CoV) 2012 (which continues to circulate in

camels) and the 2019 Novel coronavirus (SARS-CoV-2) (NCDC, 2020).

The 2019/2020 Covid 19 Pandemic started in December 2019 when WHO was alerted of a cluster of pneumonia cases of unknown aetiology in Wuhan City, Hubei province in China. On the 9th of January, 2020, the Chinese CDC identified a novel coronavirus from respiratory secretions of patients, and on 21st of January, 2020, the virus had gone global, with over 200 cases reported from China with incident cases in Thailand, Japan, Taiwan, South Korea and the United States of America, with a report of at least 3 deaths.

On 11th February 2020, the disease was named **COVID-19** and the virus was named **SARS-CoV-2**. Africa recorded its first case in Egypt on the 15th February 2020, while the first case in Nigeria was recorded in Lagos on 27th February 2020 (NCDC, 2020).

There are two (2) types of transmission that occurred for Covid 19; the animal -to-human, and the human-to-human. The initial infection was from animal to human in a seafood market in Wuhan, China and all initial cases had a connection with the market. The subsequent cases had no connection with the market and the disease was later detected in people outside the Hubei province and outside China. The incubation period for COVID-19 is about 5-6 days, however it could be up to 14 days and infections can be transmitted through symptomatic and asymptomatic patients. Human-to-human transfer occur by inhaling droplets expelled from infected person's respiratory tract when coughing or sneezing, contact with respiratory secretions from an infected patient, touching surfaces contaminated with an infected patient respiratory secretions, and then touching mouth, eyes or nose. Everyone can be infected with COVID-19 but severe cases have been seen in the elderly and in people with prior and underlying medical conditions such as diabetes mellitus

and, asthma. Most deaths have also occurred in these populations (NCDC, 2020)

Statement of Problem

When WHO declared Covid-19 as Pandemic and fast spreading, several governmental measures have been taken to counteract the risk of the disease spreading. These measures include travel restrictions, mandatory quarantine for travellers, social distancing, bans on public gatherings, school and universities closure, business closures, self-isolation, asking people to work at home, curfews and lock down were imposed (NCDC, 2020).

Authorities from several countries worldwide have declared either lock down or curfew as a measure to break the fast spread of the virus infection. These measures have a negative worldwide effect on the business, education, health and tourism. Covid-19 pandemic has affected all levels of educational system. Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closure, affecting 1.7 billion of student population worldwide. It is in view of the above that this research was designed and intend to investigate the impact of Covid-19 on academic achievement of secondary school students of Jalingo Local Government Area of Taraba state.

Objectives of the Study

The overall objective of the study is to examine the effect of Covid-19 on the academic achievement of students in senior secondary schools in Jalingo Local Government Area of Taraba state. The study intends to:

1. Identify the effect of Covid-19 on academic achievement of senior secondary schools' students in Jalingo LGA of Taraba state
2. Determine measures to be taken both temporary and permanent to curtail the effect for future occurrence.
3. Identified lessons learnt from the Covid-19 pandemic.

Significant of the Study

This study intends to ascertain the level of damages caused by the school closures. The study can be helpful to researchers, teachers, students, governments Officials, policy makers and school administrators.

Parents can benefit from this study if their children and wards did not miss any school session as a result of school closure due to pandemic similar to COVID-19.

Students stand to benefit from this study if school sessions are not disrupted as a result of any outbreak of infectious

diseases, and when situations like COVID-19 is properly managed using Information and communication technology to ensure lessons and examinations were administered using virtual classroom situations.

Teachers especially those in private schools stand to benefit from this study by enjoying their salaries instead of losing such salaries when schools are closed as a result of pandemics of infectious diseases.

The government officials, policy makers and school administrators also stand to benefits from various recommendations emanating from this project.

Scope of the Study

This research work aims to investigate the effects of the COVID-19 pandemic on the academic achievement of secondary school students in Jalingo LGA, Taraba state, Nigeria. The study would be limited to some public and private secondary schools in Jalingo Local Government Area, Taraba state, and teachers of selected secondary schools for a number of reasons which include kidnapping and banditry.

Research Design & Data Analysis

A survey research design was adopted and the research work was carried out in Jalingo LGA, Taraba State-North-Eastern Nigeria. Two senior secondary schools were selected for the study, one private (IQRA Science Academy) and the other public (Government Day Secondary School Sabon Gari). The schools were selected because of high students' population. Gazetted WAEC results before and after COVID-19 served as source of data and total population of the study was 250.

The analysis was carried out using comparison between WAEC results of 2019 (before COVID-19) and that of 2020 (after COVID-19) in each of the schools. The percentage of students with 5 credits and above, and failure in English language and Mathematics was compared between 2019 (before COVID-19) and 2020 (after COVID-19) in each of the schools.

Results

Result Summary:

The West African Senior School Certificate Examination (October, 2019)

CENTRE No: 4350735, Name: IQRA SCIENCE ACADEMY, JALINGO.

Table 4.1.1 (Summary of WAEC Results before COVID-19)

Total No of Students	Pass in 9 Subjects	Pass in 8 Subjects	Pass in 7-1 Subjects	Failure in English	Failure in Mathematics	Failure in all	Absent	Partial
80	77	3	0	12	0	0	0	0

Table 4.1.2

Total Students	Credits in 9 Subjects	Credit in 8 Subjects	Credits in 7 Subjects	Credits in 6 Subjects	Credits in 5 Subjects	Credits in 4-1 Subjects	Credits in No Subjects
80	52	19	6	2	1	0	0

Percentage of students with credits in 5 subjects and above = 98.75%

Percentage of students that fail English Language and Mathematics = 15%

The West African Senior School Certificate Examination (November 2020)
CENTRE NO: 4350735. NAME: IQRA SCIENCE ACADEMY, JALINGO.

Table 4.1.3 (Summary of WAEC Results after COVID-19)

Total Students	Pass in 9 Subjects	Pass in 8 Subjects	Pass in 7 Subjects	Pass in 6 Subjects	Pass in 5-1 Subjects	Failure in English	Failure in Maths.	Failure in all	Absent	Partial
104	89	14	0	1	0	7	14	0	0	0

Table 4.1.4

Total Students	Credits in 9 Subjects	Credit in 8 Subjects	Credits in 7 Subjects	Credits in 6 Subjects	Credits in 5 Subjects	Credits in 4 Subjects	Credits in 3-1 Subjects	Credits in No Subjects
104	51	32	13	5	1	2	0	0

Percentage of students with credit in 5 subjects and above = 97.11%

Percentage of students that fail mathematics and English Language = 20%

The West African Senior School Certificate Examination (November, 2019)
CENTRE No: 4350706, Name: government Day Secondary, Sabon Gari.

Table 4.1.5 (Summary of WAEC Results before COVID-19).

Total Students	Pass in 9 Subjects	Pass in 8 Subjects	Pass in 7 Subjects	Pass in 6 Subjects	Pass in 5-1 Subjects	Failure in English	Failure in Maths	Failure in all	Absent	Partial
204	0	117	75	11	0	4	0	0	0	0

Table 4.1.6

Total Students	Credits in 9 Subjects	Credit in 8 Subjects	Credits in 7 Subjects	Credits in 6 Subjects	Credits in 5 Subjects	Credits in 4 Subjects	Credits in 3-1 Subjects	Credits in No Subjects
204	0	85	79	32	6	1	0	1

Percentage of students with credits in 5 subjects and above = 99.02%

Percentage of students that fail Mathematics and English Language = 1.96 %

The West African Senior School Certificate Examination (November, 2020)
CENTRE No: 4350706, Name: Government Day Secondary, Sabon Gari.

Table 4.1.7 (Summary of WAEC Results after COVID-19)

Total Students	Pass in 9 Subjects	Pass in 8 Subjects	Pass in 7 Subjects	Pass in 6 Subjects	Pass in 5 Subjects	Pass in 4 Subjects	Pass in 3-1 Subjects	Failure in English	Failure in Math	Failure in all	Absent	Partial
264	230	25	4	0	1	1	0	21	5	0	0	0

Table 4.1.8

Total Students	Credits in 9 Subjects	Credit in 8 Subjects	Credits in 7 Subjects	Credits in 6 Subjects	Credits in 5 Subjects	Credits in 4 Subjects	Credits in 3 Subjects	Credits in 2 subjects	Credit in 1 Subject	Credits in No Subjects
264	144	54	30	22	6	2	1	2	0	3

Percentage of students with credits in 5 subjects and above = 96.96%

Percentage of students that fail Mathematics and English language = 9.85%

The findings in this study had indicated that COVID-19 pandemic had affected the achievement of the senior secondary school students in the two schools as was indicated in the performance in West African Senior School Certificate Examination (WAEC) in 2020 as against the performance in 2019.

The findings also revealed that IQRA Science Academy Jalingo, a private school, had recorded WAEC examination failure in English Language and Mathematics higher than Government Day Secondary Sabon Gari, a public school in 2019 and 2020, 15% and 20% as against 2% and 10% respectively.

This study corresponds with that of Muhammad and Umar, (2020) on effect of COVID-19 on Students' Academic achievement in Senior Secondary Schools Chemistry in Gashua Town, Bade LGA, Yobe State-Nigeria.

Conclusion

The study concluded that Senior Secondary School students' academic achievement were affected by COVID-19 pandemic in Jalingo Local Government Area of Taraba State. The research also discovered that the rate of failure in English Language and Mathematics is higher in private school than in public school. This finding required further study for verification.

Recommendations

1. As part of measures to avert a situation of complete school closures, government and school management should consider the use of technology to create an online learning environment as a substitutes for face-to-face learning situation.
2. Government and school management should provide ICT materials available. Adequate power supply or source of power should also be made available to make ICT materials work effectively.
3. Teachers must be well trained and equipped with ICT gadgets so that learning can occur irrespective of time and distance.
4. Awareness and sensitization on use of ICT should vigorously be conducted nationwide to enable parents understand the need for installation of ICT facilities in their homes, while ensuring that children are monitored and guided on its benefits or otherwise.

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