

IMPACT OF COVID-19 PANDEMIC ON ACADEMIC ACTIVITIES IN SENIOR SECONDARY SCHOOLS IN JALINGO LOCAL GOVERNMENT AREA OF TARABA STATE.

By

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Abstract

This study examined the impact of Covid-19 pandemic on academic activities of Senior Secondary Schools in Jalingo Local Government Area. A survey research design was adopted for this study and the research work was carried out in Jalingo L.G.A of Taraba State of Nigeria. The researcher sampled a total of seven (7) Secondary Schools in the area of study with the population of two hundred and fifty (250) out of which Seventy (70) teachers were sampled for the study. A structured questionnaire titled impact of Covid-19 on academic Activities of Senior Secondary School Questionnaire (ICAASSSQ) was for obtaining information for the study. Simple random sampling techniques were used to select the sample size and the reliability of the instrument was determined through the test re-test method. The data were analyzed using simple percentage. Result collated revealed that 70n (100%) of the respondents strongly agreed that impact of Covid-19 Pandemic has led to suspension of internal and external examinations, suspension of teaching and learning in schools, suspension of extra-curriculum activities and change in the academic calendar. The paper that the Minister of Education should direct all senior secondary school administrators to come up with strategies to cover up the year teaching and learning gap created as a result of the impact of Covid-19 pandemic on academic activities.

Keywords: Implication, impact, COVID-19, Academic, Activities, Secondary Schools

Introduction

School activities are activities that the senior secondary schools engage to achieve the aims of establishing them. School activities is also refers to all academic and non-academic activities that schools engages with the objective of actualizing their primary objectives. School activities include the academic activities and non-academic activities. Academic activities of Senior Secondary Schools in Nigeria include; teaching and learning, examination and extra-curriculum activities. These activities are designed for the Schools to enable them achieve their objectives.

Secondary Education is the education that children receive after primary education and before the tertiary education. Based on the 6-3-3-4 system of education, secondary education comprises six years duration, but given in two stages:

A junior secondary school stage and a senior secondary school stage, each to run for three years duration.

The junior secondary school is both pre-vocational and academic.

It is tuition free, universal and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into: The senior secondary school, technical college, an out-of-school vocational training Centre and apprenticeship.

The second phase of secondary education is the senior secondary.

It is comprehensive with a core-curriculum designed to broaden students' knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers.

Senior Secondary Schools in Nigeria conducts three academic sections every year. They are first term examination, the secondary term examination and the promotion examination. The graduating students at the senior level write different examination depending on the system of the schools, Student in conversional secondary schools. At the end of the 12th grade in May/June, students sit for the Senior School Certificate Examination (SSCE). They are examined in a minimum of seven and a maximum of nine subjects, including

Mathematics and English, which are mandatory.

Successful candidates are awarded the Senior Secondary Certificate (SSC), which lists all subjects successfully taken. Students can sit for a second SSC annual examination if interested or if they need to improve on poor results in the May/June exams. SSC examinations are offered by two different examination boards: the West African Examination Council and the National Examination Council (NECO).

The examination is open to students currently enrolled in the final year of secondary school, as well external private candidates (in the November/December session only). The broad goals of Secondary Education according to the National Policy on Education (2004) include:

The preparation of the individual for: (1) Useful living within the society (2) Higher Education. (3) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background.

Offer diversified curriculum to cater for the differences in talents, opportunities and future roles, (b) Provide trained manpower in the applied science, technology and commerce at sub-professional grades, (c) Develop and promote Nigerian languages, art and culture in the context of world cultural heritage, (d) Inspire its students with a desire for self-improvement and achievement of excellence, vi. Foster national unity with an emphasis on the common ties that unite us in our diversity, (e) Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens, (f) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In 2010, Nigeria reportedly had a total 7,104 secondary schools with 4,448,981 students and a teacher to student ratio of about 32:1. Reforms implemented in 2014 have led to a restructuring of the national curriculum. Students are currently required to study four

compulsory “cross-cutting” core subjects, and to choose additional electives in four available areas of concentration. Compulsory subjects are: English language, Mathematics, Civic Education, and one trade/entrepreneurship subject. The available concentration subjects are: Humanities, Science and Mathematics, Technology, and Business Studies. The new curriculum has a stronger focus on vocational training than previous curricula, and is intended to increase employability of high school graduates in light of high youth unemployment in Nigeria.

In addition to public schools, there are a large number of Private Secondary Schools, most of them expensive and located in urban centers. Many private schools include U.S. K-12. International Baccalaureate or Cambridge International Examination curricula, allowing students to take international examinations like the International General Certificate of Secondary Education (IGSCE) during their final year in high school.

There are limited publications and papers on the impact of COVID-19 pandemic on academic activities of senior secondary schools student. The available ones include that of Wikipedia (2020) who submitted that the 2019-20 coronavirus pandemic has affected educational systems worldwide, leading to the widespread closures of schools and universities.

As of 3rd April 2020, over 421 million learners were out of school due to school closures in response to COVID-19. According to UNESCO monitoring, over 200 countries have implemented nationwide closures, impacting about 98% of the world’s student population. On 23rd March 2020, Cambridge International Examinations (CIE) released a statement announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations for the May/June 2020 series across all countries.

International Baccalaureate exams have also been cancelled. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is tracking the impact of the pandemic on education.

The bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and tertiary education levels. More than 180 countries have shut school doors nationwide, while others have implemented localized school closures. The decreased enrolment of Chinese students has already impacted the economies of Australia, New Zealand and Canada.

1.1 Statement of the problems

Secondary education is one of the important and essentials stages of education students have to pass through. In Nigeria, one has to have at least secondary education to vie for or be appointed to a political position. Equally worthy of note is that with no admission into any Nigeria’s Universities for individuals. This means secondary education in Nigeria is a very important programme that does not have to be disrupted.

However, with the advent of Covid-19 Pandemic, both public and private secondary schools academic activities were unfortunately disrupted and because standstill schools at all levels including secondary schools were closed for academic activities. The researcher there fore intend to find the extent to which, Covid-19 Pandemic impacts on academic activities of senior secondary schools in Jalingo Local Government Area of Taraba State.

1.2 Objective of the Study

- i. To ascertain impacts of Covid-19 Pandemic on the activities of senior Secondary School students
- ii. To find out the extent to which Covid-19 pandemic affects the academic activities of senior secondary school

1.3 Research Questions

- i. Has Covid-19 Pandemic affects the activities of senior secondary school students
- ii. To what extent does Covid-19 pandemic impacts on the academic activities of senior secondary schools

a. Hypothesis

Covid-19 pandemic has no impact on both students and schools academic activities.

b. Significance of the study.

This study will provide an insight into the impact of covid-19 pandemic on the academic activities of senior secondary school student in Jalingo LGA Taraba State.

This study will help the researcher and lecturers in future for similar pandemic.

This study will also help the government and school administrator s for preparing and planning new school academic calendar.

Methodology:

A survey research design was adopted for this study.

This research work was carried out in Jalingo local government area of Taraba state. The researcher samples the total seven (7) secondary schools in the area of study. The total population of the study was 250 teachers in the public senior secondary schools in Jalingo local government area of Taraba state, Out of the population of teachers in the area of study (70) teachers were sampled because this number is manageable. Simple random techniques were used to select the sample size. A structured questionnaire, titled the impact of COVID-19 pandemic on academic activities of Senior Secondary School Questionnaire' (ICAASSSQ) was used in obtaining information for the study.

It is an open item questionnaire and is made up of two sections 'A and B'. Section A explained the rating scale and instructions to the respondents on how to fill the questionnaire, while section B was organized in clusters based on the two research questions of the study. It contains 5 questionnaire items, and the response options with values assigned to them are: Strongly Agree (SA)...4; Agree (A)...3; Disagree (D)...2; Strongly Disagree (SD)... 1. To ensure he face and validity of the instrument, copies of the questionnaire were sent along with copies of the research question and the purpose of the study to two experts in the faculty of Education Taraba State University.

Their suggestions were used to produce the final draft of the questionnaire used in this study. The reliability of the instrument was determined through the test re-test method. Twenty (20) copies of the instrument were administered to twenty teacher in a secondary school in Jalingo Local Government area of Taraba State, Nigeria and after an interval of two weeks, the questionnaire was re-administered to the same teachers.

The scores of the first and second administrations were correlated using Pearson Product moment Correlation Co-efficient statistic and the correlation co-efficient value stood at 0.68 which was considered high enough to confirm the instrument reliable. Copies of the questionnaire were then administered by the researcher to respondents on one on one basis. The researcher meets the teachers in their various schools and they were informed of the study. They responded positively and they were all sampled for the study.

Their copy was sent to the various teachers through their schools addresses and they responded, the researcher collected the data, and the data collected were analyzed using simple percentage.

Result and Discussion

The analysis of data generated to determine the impact of Covid-19 pandemic on the academic activities of senior secondary schools students in Jalingo Local Government of Taraba State is presented below.

Table 1: impact of Covid-19 pandemic on academic activities of senior secondary school students.

S/N	Items	Over all % total No of respondents	Strongly agree	Agree	Disagree	Strongly disagree	Total responden ts	% of the those who Agree
1.	COVID-19 Access Student, Activity of Senior School.	70	60	10	0	0	70	100%
2.	Suspension of Teaching and learning of student in schools.	70	22	8	0	0	70	100%

Result collected on table one item one reveals that 60 (85.7%) of the respondents strongly agreed and 10 (14.3%) of the respondents agreed that impact of COVID-19 pandemic on academic activities of senior secondary schools would affect the academic activities of SS schools in Jalingo Local Government of Taraba State.

Research Question 2: To what extent does Covid-19 impacts on the academic activities of senior secondary schools?

Table 2 Responses on effect of Covid-19 pandemic on the

S/N	The following are the effects of COVID-19 schools close down on the academic activities of senior secondary schools	Over all % of the No. of respondent s	Strongly agree	Agree	Disagree	Strongly disagree	Total responde nts	% of the those who Agree
1.	Suspension of internal and external examination	70	53	17	0	0	70	100%
2.	Suspension of teaching and learning in schools	70	62	8	0	0	70	100%
3.	Affects academic calendar	70	62	14	0	0	70	100%
4.	Suspension of extra-curriculum activities in schools	70	42	28	0	0	70	100%

Result collected on table two item two reveal that 62 (88.57%) two items two strongly agreed and 8 (11.4%) of respondent agreed that COVID- 19 pandemic led to the suspension of teaching and learning in senior secondary in Jalingo .

Table two item three revealed that 56 (80%) of the respondents agreed that Covid-19 pandemic has effects on academic calendar.

Result collected on table two item is one revealed that 53(75.7%) of the respondents strongly agreed and 17 (24.3%) of respondents agreed that Covid-19 Pandemic has led to suspension internal and external examinations in senior secondary school in Jalingo.

Result collected on table two items four revealed that 42 (60%) of respondents agreed that Covid-19 Pandemic has led the suspension of extra money Curriculum activities in Senior Secondary School in Jalingo.

Discussions:

The majority of the respondents agreed that Covid-19 Pandemic will affect the academic activities of senior secondary school.

This finding supported the discovery of Ade (2020) who found out that Covid-19 Pandemic has affected the academic activities of senior Secondary schools in Nigeria because major external examinations would be post poned.

The global lock down of education institution has caused interruption in internal assessment and the cancellation of public assessment for qualifications or their by an inferior to alternative Sinion & Hausa, (2020).

The respondents agreed that Covid-19 pandemic has affects on the academic activities in senior secondary schools. This finding is in agreement with the submission of the Simon and Haus, (2020) who observed that the closure of schools, Colleges and universities not only interrupts the teaching for Students around the world, the Closure of coincided with a key assessment period and cancelled.

The sampled respondents agreed that Covid-19 Pandemic have affected the academic calendar of Senior Secondary Schools. This result supported the view of Ade (2020) who concluded that Senior Secondary Schools in Nigeria will suffer more because their entire academic calendar will be affected to Covid-19 Pandemic School closure.

Conclusion

Best on the analysis of the results, it has been confirmed that Covid-19 has impact on academic activities such as Students academic activities, suspension of external and internal examinations, suspension of teaching and learning in Schools, effect on academic Calendar and suspension of extra curriculum activities in schools. So therefore the school administrator, the government and education state holder should come up with plans on how to cope with the pandemic.

Recommendations:

1. The Minister of education should direct all Senior Secondary Schools administrators to come up with strategies to cover up the months teaching and learning gap created as result of the COVID19 schools closed down.
2. The Schools administrators should ensure teachers develop strategies to cover all their scheme of work for the term before going for internal examinations

3. A The government should provide all infrastructural facilities that will support online education in all the senior secondary schools in Taraba state, particularly in Jalingo local government Area so that student can be able learn effectively in any feature pandemic.
4. Student to should enrolled in vocational skill acquisition programs and activities during the school closure.
5. The school administrators should make sure that extra curriculum activities are included in academic activities schools re-open.

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