CHAPTER ONE

INTRODUCTION

Background to the study

Education plays a crucial role all around the world which serves as the bedrock for national development and advancement. This is because education, whether formal or informal, has always served as a labour supplier for the manpower requirements of a country. Building capacity in an individual -knowing or doing something better- would include anything you do that ends with somebody being able to respond to experiences in a better and more useful way. Education is purposed to develop the mind or intellect, social change, love in society, self-realization and good life. It builds and fosters the desirable traits in the individual which are socially approved- their intellectual faculties. Testing (Effrim Eshun, 2024) is one primary way of gauging students' achievements in the educational process. He said education will generate genuine nationalist leaders who can respond to the needs and aspirations of the country.

In the Nigerian traditional educational system, parents provided their children with values which were passed down from generations and had an impact on career choice of some sort skills. The children learned on farming, hunting, blacksmithing etc. to be able assimilate social environment at play. It was in the light of this that government through Universal Basic Education recommended that a few Acts, Legislation and Regulation should help anchor the education system. Examples include 1993 when the Universal Basic Education was adopted for speedy growth of primary and secondary education in the country. This actualization of the plan gives thousands of children an education.

Essentially, education is a form of self-growth through learning and passing across knowledge, skill and habit over generations. Education, as the backbone of nations' economic, social and moral development is on the table for discussion. That education is important to human development has been well documented, including the catalytic roles of education in national and human capital developments (Fägerlind & Saha, 2023). Secondary education is one of the arms of education in Nigeria. Junior and Sr. Most Senior Secondary School of schooling comes underneath Secondary education. means a school that provides a three year post-primary course of full-time instruction suitable for pupils between the age of twelve years and fifteen years (which is compulsory)

This is to prepare the students with knowledge, skills and critical thinking skills for higher studies or jobs. This stage builds on the learning outcomes from primary education by laying the basis of lifelong learning and human development, which higher education systems can build upon. It is the final stage of secondary education and lasts for three years which prepares students for tertiary schooling. Senior secondary education provides a foundation for future careers and also boosts self-confidence. Junior West African Examination is conducted and the junior secondary leaving certificate is issued to all while Sre Senior School Certificate is given after finishing his/her 6 years duration in a secondary school. Tertiary education encompasses all post –secondary education, such as public universities, private colleges and also includes technical training institutes and vocational schools. This is where specialisation happens, and masters of their fields of study being trained enough to provide expertise and offer services to others in need. After the prescribed time on a course in any tertiary institution or post-secondary education, it is given against a qualifying certificate.

Death from the novel coronavirus disease (COVID-19) endangered education around the world, at every level and all type. Over the years till date, since December 2019, the careful world populace has simmered with an outrageous contagious sickness known as the coronavirus illness. As of this study, droplets transmitted the disease and it affected over 9.1 million individuals, with approximately 473,000 fatalities worldwide. Thus, several strategies of containment have been employed by the countries that included a list of physical and social distancing measures intended to mitigatethe morbidity and mortality which could result from COVID-19 and flattening the epidemiological curve.

Different strategies were conducted within countries to execute physical distancing during the peak of pandemic, including total economic cessation with closure of educational systems. The pandemic impacted every aspect and level of the education system, from early childhood programs to higher education (Reimers & Schleicher, 2020). Example: A four-week school closure in New York City translates to an economic cost of approximately $10.6 and $47.1 billion. 1% of GDP for a 12 week nationwide school closure and UK wide protracted closures, costing around 3% of GDP (UK). Although school closure was envisaged as a means to curtail transmission of the virus in schools, prevent carriage to other susceptible community members and maintain public health these measures have led to a far-reaching socioeconomic consequences. Also, the consequences social/physical distancing and accompanying lockdown and school closures had on education sector were immense and deep-rooted. Nationwide school closures and limitation of educational facilities were implemented in more than 188 out of 195 countries. Over 1,576, 021, 858 students [approximately 91.3% of all the learners worldwide] have been affected by the closure of educational institutions. In addition to the effect on those learners, school closures incur steep economic and health and social costs. A promising sign has

been timely responses in several countries and territories including Australia, Italy, Germany, Hong Kong with respect to online learning in advance of the pandemic. However, in those countries researchers have demonstrated that the pandemic has proved immensely disruptive to education. Thus, we would expect the pandemic to be more harmful for schools that had no online learning infrastructure prior to the pandemic. Indirect consequences of the pandemic include disrupted schooling and lack of access to school, particularly in low and medium-income countries (Madu & Edokpolor, 2021).

Since education systems have been operating on inferior platforms, at the beginning of this pandemic in low and medium-income countries it was particularly dangerous for educational services. A combination of overcrowded resource constrained schools in these regions make it also difficult to ensure a safe learning environment for students. The dismal widened impact of the pandemic on education in Africa and other countries – lower level of learning, a widening gap in access to quality learning between rich and poor children, increased drop-out rate. Particular vulnerabilities, such as ineffective health systems, poverty and inequality, hunger and internally displaced people (IDPs), population density, urban-rural divide(on-out-of-school-population) exacerbate the threatening from education in Nigeria. Before the pandemic, Nigeria was home to one in five of out- school children worldwide. Nigeria had approximately 10.5 million children of school age (5–14 years) out-of-school and approximately 61 % every where on a regular basis passed through primary college education at the age of between 6 to11 years. Therefore, while Nigeria is grappling with structural education problems that have left the country and its youth lagging behind in preparing our young people for the universal basic education, these COVID-19 effects further compound this challenge. Based on this background,

the present study intends to investigate teachers' perception of the effects of covid-19 on senior secondary schools in Oredo Local Government Area of Edo State.

Statement of the Problem

In the Oredo Local Government Area of Edo State, Nigeria, COVID-19 pandemic has wrought havoc on the educational system shedding light on many underlying challenges that need urgent consideration. Foremost among these is the sudden closure of schools, which has widely disrupted learning continuity. While necessary, the move to online learning revealed ugly rifts in access to technology and internet connection for low-income families. Inadequate resources and digital illiteracy made it almost impossible for many students to cope up with studies, calling into question academic performance levels. This disruption has opened up knowledge vacuums that will have lasting impacts on students' learning pathways. It is also not possible to ignore the health impacts of the pandemic The ambiguity regarding the virus and the problems posed by remote learning have put students under increased stress and anxiety. Such mental health problems are additional barriers to their capacity to access learning resources and engage in educational activities. The disruption of routine school life and extra curriculum programs have robbed children off the key socializing and developmental opportunities they rely on for growth and good mental health.

As well as these challenges, recent efforts by governments to mitigate the impacts of the pandemic on education have been called into question. Despite some efforts to support schools and students, many of these initiatives have struggled, particularly in resource-poor contexts such as Oredo. However, the failure to implement comprehensive support tailored towards the needs of both educators and students in this context may have left many feeling unsupported. It is vital

to know how teachers perceive these things, as their perspectives can inform the responses and interventions that should be developed. Another worrying issue is the potential long-term effects that the pandemic could have on education. If this challenge is not addressed, we worry then about higher dropout rates and widening educational inequalities. Educational systems as currently framed, might have to be overhauled to adjust with the changes brought upon us by the pandemic. In considering how we protect and enhance the resilience, adaptability of the educational system, this becomes a good question to ask as we prepare for possible future disruptions.

Purpose of the Study

The aim of this study is to evaluate the perception of teachers on the impact of covid-19 pandemic on educational system in Oredo Local Government Area of Edo State senior secondary school students. Specifically, this study sought to:

1. ascertain teachers' views on whether the COVID-19 pandemic influenced academic performance amongst senior secondary school students in Oredo Local Government Area of Edo State;
2. Assess teachers perspective on the impact of COVID-19 pandemic in school activities among senior secondary school students in Oredo Local Government Area of Edo State; and
3. study the perception of teachers as to the role played by government interventions in assisting academic performance among senior secondary school students in Oredo Local Government Area of Edo State.

4. Find out the impact of COVID-19 pandemic on academic performance among male and female senior secondary school students in Oredo Local Government Area of Edo State as perceived by teachers

Research Questions

The following research questions are stated in response to the purpose of study:

Research Question 1: How do teachers perceive the impact of COVID-19 pandemic on academic performance of senior secondary school students in Oredo Local Government Area of Edo State?

Research Question 2: What are teachers' perceptions about the impact of Covid-19 pandemic on the academic activities of senior secondary school students in Oredo Local Government Area of edo state?

Research Question 3: What do teachers consider the government interventions role of during the COVID-19 pandemic in supporting academic of senior secondary school students in Oredo Local Government Area, Edo State?

Research Question 4: What is the difference between male and female teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school student in Oredo Local Government Area of Edo State?

Hypotheses:

The null hypotheses specified here were used to guide the investigation and were all tested at 0.05 level of significance.

1. There is no significant influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State
2. The perception of teachers on the influence of COVID-19 pandemic in school activities among senior secondary school students in Oredo Local Government Area of Edo State is not significant
3. There was no significant provision of role considered for the government interventions in supporting academic performance among the senior secondary suids who were respondent from Oredo Local Government Area of Edo State during COVID-19 pandemic period.
4. there is no significant difference between male and female teachers on the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State.

Significance of the Study

This study would be of benefit to the students, teachers, Ministry of education, parents and society.

The study will help the students to cover up for the setback due to covid-29 pandemic and help them understand suitable strategies regarding learning with a renewed technology.

The findings will make an essential eye opener also for secondary school teachers in terms of the areas to improve on and ways of continued education.

The study finding will aid the ministry of education to proffer a more suitable teaching and learning environment that will be conducive for secondary school students in other to learn practically and theoretically whenever they want.

This study will serve as an eye-opener for parent and society giving them clues of better coaxing their children uninterrupted education;

Scope of the Study

The purpose of study is to assess the perception of teachers about the effect of covid-19 pandemic on Oredo Local Government Area senior secondary school students educational system in Edo State. The independent variables that will be analyzed are teachers perception, covid-19 pandemic and educational system.

Operational Definition of Terms

The subsequent the variables were operationalized as used in the study.

Teachers' Perception: The belief, attitude, and opinion of teachers.

COVID-19 Pandemic The worldwide dissemination of the coronavirus illness (COVID-19) that prompted the shutting of schools, move to remote learning environment, social separating and a few different measures from 2019 to 2021

Educational System — the way senior secondary schools are organized, ranging from formal aspects such as curriculum and teaching style to administrative issues like educational policies and learning resources, that give capacity for the education of students.

Academic Performance: The extent to which a student has achieved his learning outcomes as measured in senior secondary schools, usually via grades earned, test scores, and other forms of assessment that indicate the level of proficiency acquired during the pandemic.

Government Actions: Local, state or federal governments need to take actions and implement policies to alleviate effects of the COVID-19 on education —including funding; remote learning guidelines; health resources availability; interventions for academic continuity/ student well-being.

School Activities: The set of educational and extra-curricular activities taking place within the school environment, such as lessons becoming a classroom, sports competition on school days, clubs or any other events which comprise an inclusive service toward senior secondary school learners.

Health: The health of the senior secondary school cohort, and any vulnerability to negative health outcomes related to COVID-19 including infection, mental health impacts and well-being (e.g. poor physical and mental well-being due to pandemic stressors).

CHAPTER TWO

LITERATURE REVIEW

The literature review in this chapter is organized under conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

Conceptual Framework

In this part of the study, concise summarizes the conceptual framework of the study with all modes under conceptual model and sensibility of theories with relationship exists among factors identified in this study.

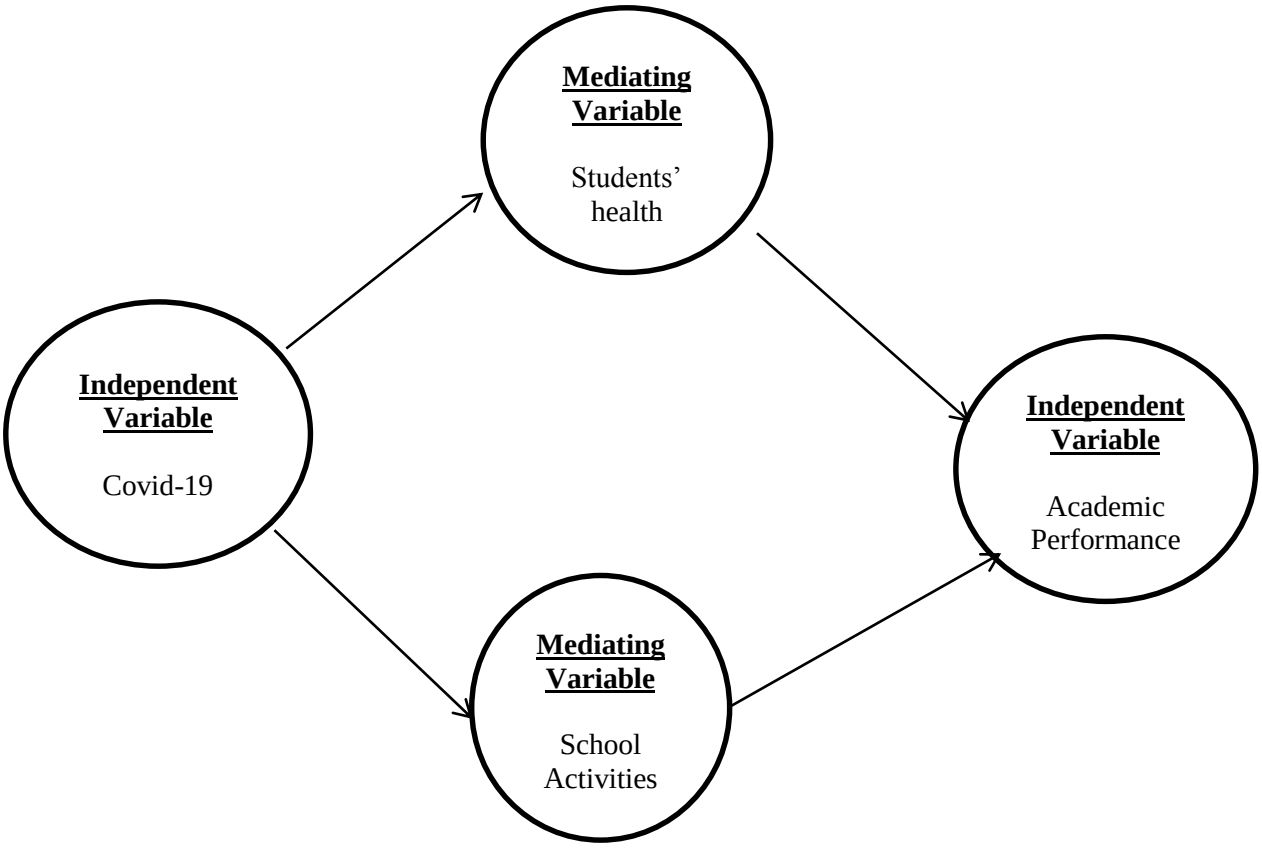


Figure. 1: Conceptual Model of the Study

Source: Developed by the Researcher

The framework depicts the idea that COVID-19 affects student academic performance indirectly through anadditional influencing factor, healthof students and school activities. The framework starts from the assumption that students are sicker as a result of the pandemic, which includes both their physical and mental health. Stress, anxiety and other health impacts caused by COVID-19 make it difficult for students to stay focused, engaged and able to learn. On the other hand, the pandemic has affected their participation in school activities like classes, extracurricular events, or socialising. Curbing in-person gatherings and shifting the learning environment limits students' ways of fully engaging with their education. Less participation in school events can also result in more isolation and lack of support which will again affect academic performance. In the end, academic performance is affected by these factors in a way that the pandemic does not have an immediate effect but instead modifies students' health and engagement at school affairs which in turn influences their academic results. This model highlights the need for addressing health and engagement in school to counteract negative consequences of COVID-19 on students' achievement.

Teachers' Perception

Teacher perception is how educators make sense of and understand their own experiences, environment and behaviour of students. Thompson (2021) explains that teachers' perception of how they view their experiences and perceptions from classroom to classroom impact the needs of their students and learning challenges. Johnson (2020) reinforces this understanding by emphasizing that teachers formulate their beliefs about how to successfully teach and engage students based on perceptions of the students. Along the same lines, Baker (2019) argues that teacher perception is directly associated with a teacher's belief in student ability and can have an

immediate influence on students' motivation and performance. This builds upon Rivera (2021), who states that positive perceptions can provide a more supportive and enriching learning environment. In contrast, Smith (2020) contends that negativity can prove a hurdle in teaching and hence, making student success out of reach. In addition, Lee (2019) explains that teachers are influenced by culture and context factors in forming their perceived beliefs about what is possible for the students. Supporting this viewpoint, Gonzalez (2021) reiterates that teachers understanding of diversity in their classrooms directly influences how they see and respond to learning needs. Moreover, Marshall (2020) propose that reflection can improve teachers´ perceptions by taking time to step back and analyse their views. Such reflective practice echoes the literature where Chen (2021) reported that continuous professional development can promote a new conceptualization of teachers, leading to more adaptable and responsive practitioners who could innovate under changing educational circumstances. The complexity of teachers' perceptions is evident in two definitions, both showing that they are products of personal experience, belief system, sociocultural context and practice; what these perceptions mean for the students whom they teach then takes shape.

Concept of Academic Performance

In the terms of education institutions, success is evaluated through performances (or achievements) based on academic documents — all standards set out by local government and education institution. Garnering is an act of obtaining something desirable, and it can also be ascertained mutually to have better performance in academic pursuit (Cambridge Dictionary of English, 2021). (p.23). Academic performance is related to the student in dealing with their study, and how they handle or fulfill different tasks assigned by the teacher. Involves content and

intellect: Academic performance includes academic achievement because it depends on the ability of the cadet. Cary, Roseth, David and Roger (2018),Academic Achievement/success defined as: performance on task; measures of comprehension, quality & accuracy of tests answers; problem solving quality & accuracy; frequency & quantity of desired outcome; time or rate to solution; time on task level reasoning &critical thinking, creativity. recall/retention and transfer tasks.

Academic performance is a relative terms, successful accomplishment of demonstrated ability to perform in an academic setting,[1] typically measured through the use of grades, marks and scores. Academic performance also means that how students face with their studies where to manage or achieve the series of task assigned by their educators inside a given time /academic year (Dimbisso, 2019). The term academic self-concept used by Ferla, Martin and Yonghong (2019) refers to knowledge that individuals have about themselves about their previous academic accomplishment, the belief in themselves that they will successfully perform a particular academic task at building level. Specifically, they indicated that for academic self-concept: "it is more of a past-oriented, cumulative and comparably stable judgement about one's perceived ability in a particular academic domain; whereas academic self-efficacy is more context-specific and comparatively future oriented judgement about the confidence one has for performing well on an upcoming subject-focused academic task". Achievement is the attainment of students' real potential ability according to Dimbisso (2019). According to Kobaland and Musek (2021), we can define academic achievement by a general class of definitions. The first one could be considered more objective, as it refers to the numerical scores / numerals of a student knowledge (which actually measure how big is a student degree of adaptation to school work and system). The second group is a more individual and subjective one since its definition of academic

success depends on the student's perception of his/her academic achievement (the follow-up item), as well as on significant other precursors' attitudes toward both success (specifically related to goal setting) and him/herself.

Low academic performance is not defined the same way across the board. According to Diaz (2023), Low Academic Achievement or Academic Failure is the one in which the subject does not obtain the expected achievement according to his ability: this leads to a change in personality, which affects all other dimensions of life. In a similar way, Diaz (2023) emphasizes that although the educational system today makes us believe that we fail if we do not pass, determinant of academic failure is more related to whether or not these students develop according to their potential Tapia(2002). Poor academic performance is defined as performance judged by the examinee / testee and one or multiple references to be below an expected standard (Aremu, 2020). It is better to understand this expected or desired standard from the continuous cognitive ability, of how a ideal evaluator interprets what performing at that level means. Depending on some factors, the evaluator or assessor will provide different meaning. Poor academic performance was described by Bakare (1994) in Asikhia (2020) as a performance that is below an expected level. The excellence rubric for the evaluator or assessor can be anywhere from 40 to 100 based on the subjective yardstick of the specific viewer. A 70 per cent performance of Third Year Senior High students and in Junior High English Language examination is by every standard a very good performance. But a brief examination of the performance and the person tested, as well as the quality of test he or she took could show this was indeed an exceedingly poor showing. That proves that the idea of bad Performing is quite relative and this varies on so many intervening variables.

What is Covid-19 Pandemic?

The World Health Organisation (WHO, 2020) note that Covid-19 is an infectious disease caused by the SARs - CoV-2 Virus first identified in Wuhan, China during the year 2019. Of course, there are two characteristics that we also no longer simply defer to scientific authority as sufficient for covid-19 qualifying a pandemic. In reference to Covid-19, Scocik (2021) explained the broader spread and implication of pandemic. When it came to Covid-19, he believed that while it spread like wild fire around the world, the gravity of its existential challenge posed to humankind is phenomenal. It has made so far, the most significant count of human death compared to former viruses in kind like SARS-CoV-1 (200) or MERS-CoV(2012). According to the WHO Update on present world data of Covid-19 infection, there are 430257564 cases worldwide and it also recorded death figure of 5,922,049 deaths while recovery figure is put at 363641734. the data above show that Covid-19 is a health challenge, which has redefined everything about mankind in the existential, economic, political, technological and cultural lives of humanity but more importantly reshaped the educational sphere;

COVID 19 Pandemic in Nigeria

Covid-19 pandemic first came and developed into epidemic in Nigeria by February 2020. The majority of the cases reported in Nigeria was traced to travelers coming back from abroad during that time. They might have been exposed to the virus from the source destination, on plane or immediately upon arrival in Abuja airport after comingling with infected cases (Attah, Sambo, Sule, Bello, & Saragih 2021) It is positioned in the West Africa region and one of the Sub-Saharan African regions. Area Land square kilometres —983, 213 km2. Nigeria has population above 200 million (based on population estimates of the 2006 national census). The country is

now a federal state, composed of the six geopolitical zones and three levels of government namely Federal Capital Territory in Abuja (FCTA), 36 states and774 local government areas. On the political side, Nigeria has a direct presidential party system; one that is bi-cameral, of the Senate and House of representatives. The country is bordered in the North by Niger Republic; in the West by Benin Republic; and to both to South and North by Chad and Cameroon Repbulic respectively (Sambo & Sule, 2021).

Nigeria is the most populous country on the African continent, 7th in world population, 10th largest oil producing nation and the largest GDP in Africa ahead of South Africa. Nigeria, so to speak was the three phases of history. Kingdoms, chiefdoms societies and organisations living together but independently in a pre-colonial period. The colonial period: the second historical epoch is the period within early 1860s to about 1960s meaning people identify and occupied Nigeria as a collection of territory under British colonisation. The third historic period is post-colonialism from 1960 onwards. Even in its self-rule years, Nigeria recorded quite a number of political, economic, social and cultural development and issues (Sule, 2018). According to the world health index 2019, Nigeria was among countries with low level of health services. The report went on to state that the health system in Nigeria is fragile. This implies the country will not been able to combat challenge (Onwujekwe et al.,2020).

As at March 26, Nigeria had reported over fifty (50) cases and one death of COVID. The first significant early signs or instances of COVID infection in their context came from the ruling class of Nigeria. Maybe it happens since they are considered as the privileged minority which has endeavours for international trips and exposure (Hruby, 2020). It is a plausible submission because outside the Chief of staff to The Presidency Malam Abba Kyari, son of Alhaji Atiku

Abubakar the former Vice President and PDP in 2019 Presidential candidate was also said to be positive. Others state governors spread infectious in Bauchi, Kaduna and Osun were also reported. In its early days, the public attitude towards the disease was unrepentant and dissenting. Unable to believe in the pandemic surrounded by culture, beliefs and politics their ignorance and loss of faith in the political leadership around complain. Senior authority through the media, intellectuals online gambling site, pastors, royal fathers and the NCDC are what it took a serious national re-orientation. Another integral source was death tolls on tv screens coming from nations outside Cyprus: Spain, Italy, lands and the United States of America. That allowed the government to gain sufficient approval for taking procedures of response which are discussed in the next sections (Shaban, 2020).

Sometime during 2022, the virus that was lagging behind Nigeria started to rise in index cases daily. Nigeria had fifty (50) cases in March but it increased by 2900% to1, 300 by 29th April with 40 deaths. This is often blamed on the relatively low levels of testing in the Nigerian population, which consists of more than 200 million people. For example, as at 23rd, April Nigeria did little above 12,000 tests compared to Botswana with a population of almost 10 million citizens who had conducted over 5,000 and South Africa which has around 50 million tested over 185,000 around this time (Campbell & McCaslin.,2020). That demonstrated how fragile the.

The Nigerian response in light of how the number of index cases continues to escalate each day in a geometric progression. Nigeria had over 8,000 cases and more than 150 deaths by the end of May (National Centre for Disease Control, 2021).

Daily new cases exceed 100 since the beginning of May. This may not be necessarily disconnected from low response in testing coverage and underlying aspects. Some infected people might also be moving around in the Nigerian environment and spreading the virus before detection and testing. With this, the study anticipated that Nigeria by now could have registered hundreds of thousands or even a million or millions of cases with thousands of deaths before the pandemic was contained globally (which as we speak is yet to be scientifically established). It is with regard to the negligence from the government and in terms of population (Africa CDC, 2021). As far as this event continued, the government was guided by health experts and other stakeholders to close down the Nigerian border from international travellers in January ending. The measures were only implemented, by the government, in late-February when much of the affected privileged ruling class and ruling elites returned from abroad. If one looks at the first number of the cases from the above report, this have been rightly establish. Confirmed cases in Nigeria as at 10 April, 2021 are; 1,803177 samples tested 163,652 confirmed cases & (2,059 deaths), (2,697 deaths)154073 discharged 71520 Active Cases. The states with highest cases are Lagos and Federal Capital Territory Abuja (FCTA) (National Centre for Disease Control, 2021). For instance, Nigeria had only conducted just about 12,000 tests as at 23rd, April while the country of Botswana with a population of 10million had conducted over 5,000 and that of South Africa which boasts upwards of something around 50 million people had also surpassed over185,000 (Campbell &McCaslin,2020). The situation further exposed the frailty of the Nigerian response in view of the fact that index-case numbers are still rising daily, and in a geometrical fashion. As of now, Nigeria has had more than 8,000 cases by end of May and over 150 deaths (National Centre for Disease Control, 2021).

Perceived influence of Covid-19 on academic Performance among Teachers

How teachers perceive the impact of COVID-19 on student academic performance is closely related to their observation of students health and school activities. Thompson (2021) notes that most educators "witnessed a drop in students' physical and mental health during the pandemic, which they feel ultimately affected academics" (p. 6). Many teachers believed that mental health problems like anxiety, depression and stress were common among pupils in their classes, which inhibited their ability to learn. The interruption of regular school activities, such as extracurricular programs and social interactions among peers also contributed to these health problems (Johnson 2020). Numerous teachers reported that students missed the social aspect and bonding quality of school events, which are key in establishing a sense of belonging and effective community. Not having these interactions contributed to loneliness, resulting in low motivation levels and negatively impacting student performance in academics.

Baker (2019) notes that teachers viewed the sudden transition to online learning as a major challenge in supporting students' social emotional wellbeing. While school it self is often viewed as a burden by students, not having the protective elements involved with structured school day to day habits and activities can simply make it challenging for most of them adjusted in a wholesome life style, one which they require both psychologically and physically. This is supported by Rivera (2021) who stated that this educator implied that school activities promoted not just academic success, but also social skills, emotional resilience and overall development. For example, Smith (2020) also noticed dissimilarities in students exiting the class early or constantly misplacing them after their absence; teachers cited that these changes were due to either health crises or lack of interesting school occasions again via online classes. Active

participants who once made up the school life struggled to adjust to being cooped away from their peers, resulting in reduced academic engagement and performance.

The digital divide also showed some adverse effects among the studied population in terms of health and participation in school activities (Lee, 2019). It compounded their health issues: teachers knew that students without access to tech had it harder. Academically, students struggled with the gap that kept them outside of their classroom while also preventing them from learning and communicating with peers — student engagement quickly became a problem. As Gonzalez (2021) notes, there were cultural contexts at play too. The teachers saw that pupils from different backgrounds have different experiences at home, which affects their health and engagement in schools-related activities. This was reflected even more pronounced in students from historically under-served communities, who were hit harder by the pandemic and what can be described as a digital divide. Marshall (2020) states that the pandemic made educators think about the link between school and student health and learning.

Most teachers adapted their instruction to include perspectives on health and wellness, as it became obvious that students who were not mentally healthy or physically well would struggle to learn anything. Last, Chen (2021) posits that during the pandemic, teachers were able to see how their work with students on health and engaging in wider school activities in turn aided academic performance through professional development initiatives. This knowledge allowed them to design different provision that supported learning but also catered for children who needed their health concerns addressed while being active members of school life. Experience and beliefs about how COVID-19 is affecting academic performance are closely related to what teachers observe about students well-being and the consequences of disrupted school activities.

This all points to the need for whole-child approaches in education, wherein student wellness is seen as central to academic achievement.

Covid-19 and Students' Health

Closing schools to prevent the global spread of COVID-19 was the biggest social challenge of this particular response. Even this acted as seen took the livelihoods of millions from education staff and left them malnourished even students with zero chances of learning. The economic shock associated with the COVID-19 pandemic seems much bigger than that of the 2008/09 financial crisis. The notions pandemic was spreading as the price of hundreds a good deal of human beings with pretty much countless households struggling to make ends meet as charges truly continue on a higher rate. In Nigeria and elsewhere, the COVID-19 pandemic has produced large trade disruption, decline in oil price and credit crunch. Such effects have already generated immense growth in unemployment and under-employment with this cycle also remaining a continuing threat to many households, institutions and firms. Thus, governments, agencies and institution started to create policies to mitigate the spread and to enhance citizens welfare.

On March 25, 2020, about 150 countries around the world had announced school closures. School closures are significant because they are considered a way to provide distance in the community in order to reduce spread of the disease and prevent an increase in cases that would burden healthcare services. The key factors that will determine whether conceptualising closures in Africa is an appropriate measure to stop the spread of the virus, include precisely when these closures are instituted, the age profile of respective populations and how long individual countries remain under conditions of closure (Craig et al. 2020). Some expected school closures

to lead to an interruption in instruction that would last two years, allowing children to fall out of practice with their studies, at the potential cost of reversing gains in learning outcomes (Jamerson & Mitchell, 2020).

According to Obiakor and Adeniran (2020), an estimated 23.5 million pupils of enrolled primary school children in the Nigerian context around that time are non-attendees, absentee or out-of-school students. They also feel that not only would thousands of schools closure in the country affect as many as 46 million students nationwide but Nothern states; Borno, Adawama and Yobe said to house the highest number of children in Nigeria who are vulnerable at this stage, would be more affected — affecting no fewer than 4.2million students alone in these areas. In most of these scenarios, the economic shock related to COVID-19 can be captured through three elements: loss of jobs that causes average labour productivity losses by 1.4 percent during the pandemic in the year 2020[1]. Second shock, total factor productivity shock represents a temporary stop in domestic activities because the distribution was disturbed and you can't give inputs and services as workers are in quarantine. Which led to a global GDP TFP growth decrease of 1 percent. Trade shock: Trade represents the last impact which has occurred through breaks of international exchange and on normal raised business costs by about 5% That is already sufficient to raise the price of global economic growth by 1% (Vos, Martin & Laborde, 2020);

The repercussions of the COVID-19 outbreak have turned the global structure of education upside down and since COVID 19 is an infectious disease, now no nation or race has been saved from any catastrophe that this dreadful infection will spread to all over the world at a very fast pace. With restrictions on movement, leading to trade, immigration and interaction — there is no limit to the deceit of the pandemic. It also turned the entire world into an emergency, it was hard

to believe in a true reality of the existence and Nigeria is still one of the countries that were affected by Covid-19 but with their school system (Akuh 2020). The following questions must be asked as the country comes to terms with these challenges, Is Nigeria's education system designed to respond quickly? In light of the current situation worldwide, a country can only ensure that learning keeps going on if it has a viable strategy to efficiently leverage existing technology, develop appropriate infrastructure and coordinate stakeholders to support alternative learning initiatives. The pandemic has altered the contexts in which curricula are implemented, not just because of platforms or consideration of situations that differ from ones for which a curriculum was initially intended, but also because some knowledge and competencies are more relevant now than they made when developed (UNESCO 20020). A range of decisions (and subsequently resources) need to become available, which can be a challenge for school districts, educational institutions and teachers.

There is a consensus among all stakeholders in regard to curricular changes and priority, as well as contextualization necessary to ensure that contents properly respond to the current emergency situation. In addition, these adaptations need to amplify the strengths and values brought forth through this moment – solidarity, learning in different ways, self-care and care for others, social-emotional skills, health and resilience – among others. The social effects of an epidemic corona virus and the measures adopted to control its spread are so severe that it has created a new situation in which individuals were compelled to modify their routine lifestyle, activity patterns as well as their mode of working and travelling, all of which are three aspects of everyday life (Mathijs et al., 2020).

UNESCO (2020) adds that bolstering education systems resilience grants the countries a response at present issues, such as re-opening schools safely and a better position when it comes to future crises. In this regard, governments could emphasize fairness and inclusion, enhance risk management capabilities throughout the system, continue providing strong governance and coordination, as well as improve on dialogue and communications processes. Considering the turmoil disruption in education learning in Nigeria, a category of technologies tools and services have been developed for remote teaching and learning. Lesson instructions are being communicated via radio platforms to hundreds of thousands of children simultaneously more than ever. Most of the education service providers had also reengineered their platforms for mass remote learning. Outside of the sites providing instruction in English language and mathematics, websites have broadened their offerings to some of the other disciplines that primary and secondary school pupils are required to master during this period. Parent and guardian school engagement tools were redesigned into education technology tooling to engage their children or wards in their home remote learning (Adegboye & Henshaw, 2020). The worldwide lockdown of schools, as stated by Simon and Hans (2020), will cause unprecedented (and seemingly disproportionately) disruptions in students learning pathways and alterations to internal assessments, such as the elimination or change to public examinations used for qualifications.

COVID-19 Lockdown and its challenge to Teaching and Learning at Secondary Schools

In Nigeria, all institutions of learning closed down campuses immediately the COVID-19 outbreak was reported to be foolishness — they started by asking people to stay at home; by that they hear according to the data then which are few numbered number as a COVID-19 Global Impact Survey. Some 80% of secondary schools were not set up to deliver online classes and had

to stop teaching in the aftermath of the Pandemic. Likewise just like that, the majority of state level secondary schools including Oyo State have no means of communicating to their students. However, this led to a mad rush on how to engage online teaching in order to continue the interrupted academic semester but the bitter truth is that secondary education was ill prepared and has little or no facility for e-learning. Educational Technology Literally alludes to the utilization of innovation to restore, streamline and enhance the cycle, assignment and items (St.meld. nr. 27 (2015–2016), 2016). Moreover, online teaching in secondary Education talks about the fundamental elements of transformative change related to existing methods of knowledge transmission and dissemination, framework conditions for role and organisational structural interaction as well as cooperation in and around the secondary education system (Hochschulforum Digitalisierung 2016). During this academic shutdown, Nigeria as a countryhave had numerous plans and pronouncements in favour of online learning. Such as, The Minister for Education ordered all tertiary institutions in the country to go back to online teaching during a teleconference with stakeholders in the education sector around March, 2020 - September only very few government owned secondary schools (public secondary school) has even start talking about comparative resumption. Already, the resumption of teaching in most public secondary schools has remained a mirage while no serious effort was made to set in place the modalities that will enhance the teaching and learning process.

To elaborate on the NDA of the Ministry of Education that Institutions of study in the land must start online educating, a publication in the Guardian Newspaper called out its hypocrisy. A submission that has been a since the regulatory agency is well aware that most of the secondary education institutions in this country do not have the minimum ICT infrastructure and basic

tools. Interactive digital whiteboards, smart phones or laptop computers and notebooks are not frequently seen equipment. If they are present, the parents would have to be a rich person at some point and probably it doesn't even belong to this institution. It also extended into functionality, just short of a stable and affordable Internet connection, encrypted channels both virtual (filters and site blockers) and material constant electricity. It is an open secret in the country that electricity is a privilege, not a right. The countries' secondary education system in terms of internet connection is also a more dire obstacle to the program succeeding. With vast minimum number of V-SAT or Internet mast that could provide access to internet connection, the primary and most of the secondary schools learning infrastructures in the five go-political zones of Oyo State like; Ibadan, Ibarapa, Oke-Ogun, Oyo and Ogbomoso in Oyo State Nigeria were laid bare during their closure due to COVID-19 pandemic. As such it was obvious that online teaching during the academic lockdown of COVID-19 in Oyo State and other States of the Federation could not work except for few televisions and radio teaching which also suffered the unique challenges of erratic electricity supply generation, poverty, etc., experienced by many homes in this country.

The Perception of Teachers on Challenges in the Health of Students During the Covid-19 Pandemic

The challenges of COVID-19 pandemic on the health of senior secondary school students brings about various concerns which a teacher holds about their physical and mental well-being. According to Adams (2020), a large number of educators felt that they saw a significant deterioration in the mental health of students during the pandemic. It highlighted the number of cases of anxiety, depression and stress-related illnesses teachers felt were due to the disruption

and uncertainty around greater spread of Covid during the pandemic itself. Bell (2021) supports this view, noted that many students experienced a period of distancing from their peers due to the swift move to remote learning which worsened their mental health issues. Carter (2020) also indicates that teachers noted the pandemic impact on students physical health, as they were less active and had limited availability of healthy school meals because of school closures. Commentators said children had fewer opportunities to participate in sports and physical education classes, which are important for healthy living as schools were closed. According to Davis (2021) the switch to online learning resulted in students having a more sedentary lifestyle, which contributed to an uptick in increased weight gain and health-related issues.

Evans (2020) also explores teachers views of the effects of the pandemic on social skills and peer relationships. Teachers, meanwhile, had to adapt their lesson plans for online learning, exacerbated by social distancing that made it difficult for students to make friends and get important emotional support. This view is aligned with Fisher (2021) who found that teachers noticed students do less working together socially and less interactive learning experiences, which are both important for their social-emotional well-being. Additionally, Garcia (2020) explains the absence of preparedness teachers felt when faced with significant health challenges during the pandemic. This left many educators feeling helplessly frustrated, with too little training or support in place to help them provide adequate mental health care. Harper (2021) reflected this unpreparedness, stating that the diversity of health needs faced by students during remote education made it difficult for teachers to establish nurturing environments.

Furthermore, Johnson (2021) also points out the desire from teachers for more communication and collaboration with parents and guardians in order to service students' health needs. With all the challenges faced at the different levels, educators understood that parents play an important role in ensuring children have good mental health and physical health. Finally, King (2021) explains that the pandemic forced educators to voice a need for more institutional intervention and resources for the health problems of students. Several teachers demanded better mental health services and wellness programs to help students, who are still facing serious effects of the pandemic. The perspectives of challenges posed by COVID-19 pandemic on the health of senior secondary school students from teachers showed mixed combinations of mental and physical health. Over the course of the last year, Educators came to appreciate a more whole child approach is necessary in supporting how students felt as well as think during these unprecedented times, leading them to understand that teachers, parents and educational institutions all share the responsibility for student development.

COVID-19 on Nigeria Education System- Government Intervention

Nigeria Education sector has Response Monitoring Tool (5W MatrixWho is doing What, Where, When and for Whom) was developed to monitor Education Sector partners activities response under the COVID19 contingencyresponse plans by UNICEF Nigeria (2020). Even though the Pandemic is still ongoing partners will be submit their report on monthly basis to designated team at Education Sector secretariat. In terms of submissions, the Education Sector Secretariat team used to create maps and other tools every month as well in order to support better coordination on the response; they documented carefully all gaps and avoided duplication between activities/programmes through this pandemic. The Monitoring System also sought to

reduce reporting burden on partners while at the same time supplying standardized information, in an timely manner about implementation progress and ensure compatibility with a (forthcoming) updated Humanitarian Response Plan (HRP). There was also regular partner participation in this monitoring is essential to maintaining strong coordination, after observing that joint efforts are the only way we can get out of the paralyzing grips of COVID-19.

Since the beginning of pandemic lockdown in Nigeria, the sector has frequent monitoring meetings on COVID19 response at least every two weeks. These KAPB meetings have been held online on Skype, Zoom on the grounds of social distancing policies and all implementation partners and other stakeholders have participated in the meetings to bring out concrete plans to regulate the educational sector at such challenging times amid covid-19 pandemic lockdown. The direct sharing of information on partner activities and the periodic meetings reports with Federal Ministry of Education and SUBEB for considerations to be given on implementation where education data collection seeks to integrate the official EMIS school codes in such a way as to facilitate a seamless integration with Federal Ministry of Education's data through which these partners derive their reports. Similarly the other network UNICEF Nigeria response team to COVID-19 designed a framework for Nigeria in line with the identified need caused by COVID19 crisis. This framework is to provide partners with tangible data on the effects of the pandemic so far across the education sector, and further propose ways in which they can assist in terms of prevention, how they can continue to support learners during lockdown where schools are under full closure and more detailed guidance on how both federal and states' Ministries of Education can rally to re-start learning at a gallant note amidst what needs be prioritized once schools' create shutdown is lifted (Samuel, 2020).

For UNICEF Nigeria 3 objectives were strategically chosen to represent the leading long terms effect of COVID19 on school systems: School closure: Before, During & After (School Reopening)

1. Prevent spread and transmission of COVID-19 through and among learners, teachers, parents and School-Based Management Committee (SBMC)
2. Provide alternatives solution to mitigate/minimize the impact of COVID19 on school closure and facilitate learning and wellbeing of learners, teachers, parents and SBMC.
3. Return of learners, teachers and SBMC to quality learning that is effective, inclusive and safe.

The radio-television alternative of communicating with learners whereby teachers go on air teaching their respective subjects and topics to call home learners who listen and watch at homes was adopted in many states across the country as increasing number of state governments began media to learn (i.e. Teachers go on air teaching) while various learning channels were launched on various satellites although not every home in Nigeria have access to what it takes to buy satellite networks or pay monthly subscriptions. At least with this development some of the pupils are still receiving an academic update. This advantage provided some private universities in Nigeria the opportunity to advance their ICT unit in creating platforms for reaching out to their students even in the comfort of their homes with parent/guidance (Samuel, 2020). And there would be a standard time period the criterion of ordinary teaching ratio would cease to function in schools which is the backdrop of COVID-19 pandemic. The students and teachers who are governed by this period, because of the physical distancing number according to UNESCO (2020) That teach and learn are being disrupted because schools were shut down for many

weeks. Students had to engage with each other, as well as teachers, for teaching and learning which means a prolonged absence may affect their academic performance. This makes it even more important for the Nigerian government to take online learning in our educational institutions very seriously. However, we know e-learning is not a new concept in the Nigeria education system, Quality and effectiveness are fundamental. Similarly, Google classroom interaction is one of the learning frameworks that connect students with the teacher to learn out of school context. Consequently, the COVID-19 impact on Nigerian education system can be lessen through the e-learning programme intervention and Google Classroom.

Teachers' Opinion on Government Intervention to COVID-19 in Nigeria Education System

This paper is based on a snapshot of teachers' views on Government intervention in Nigeria's education system during the COVID-19 pandemic—more through positive support than negative challenge and almost little expectation. A lot of teachers acknowledge the government efforts to mitigate disruptions (wrought by the pandemic), particularly with deploying remote learning initiatives and education resources (Adebayo et al., 2021) With school closures, the creation and adaptation of online platforms or other forms of digital tools was regarded as a key aspect to achieve continuity in education (Bello, 2021). Nevertheless, teachers had similar concerns about accessibility and effectiveness of these interventions particularly in the rural areas where internet connectivity and digital literacy are major barriers to remote learning (Ogundele & Ogunyemi, 2021). Additionally, while many instructors valued the training they received to begin online teaching, others considered it inadequate or poorly supported (Eze et al., 2021). The lack of support resulted in a sense of frustration and not knowing how to properly engage students virtually (Obi, et al., 2021). In addition, the online learning platform highlighted the inadequacies

in life infrastructure (or resources) needed to effectively deliver online learning which increased education gap of education and overall academic performance (Ogunyemi et al., 2021).

But teachers saw government measures as a mix of both reactiveness and proactiveness (Adeyemi, 2021). It sparked the belief that had planning and investment in the education sector at all levels been more robust before COVID-19, much of what is lost now would have perhaps been avoided (Akanbi, 2021). That is, there is a need for long-term solutions that address the foundation of systemic problems in funding (Crisolito, 2019), teacher training and citizenry development through a well-kept system in Equitable education (Ojo & Akinsola, 2021). Additionally, they stressed the need for mental health intervention for themselves and students amid the same crisis (Ogunbiyi 2021). They realized the pandemic was hard emotionally and psychologically, so government interventions that included mental health resources were deemed vital. Teachers argued for approaches that were more than those of only remedial academics but also addressed the social-emotional wellbeing of their students (Nwankwo et al 2021). How Teachers perceive government intervention in Nigeria's education system during COVID-19 pandemic: Academic Implications That those lessons from this crisis can help make a better education system and that they want an equity-based, systemic change in education where both academic needs and emotional support are met.

Covid-19 and School Activities

E-learning is a method of learning using electronic technologies to access educational curriculum outside a traditional classroom. In the majority of cases, it means a course, program or degree that is entirely online. It is categorized as a type of computer-based and internet based (Arkorful and Abaidoo, 2014). The type depends on user mode. The computer-based uses ICT, the internet

based is entirely online. These are demarcated as computer software, hardware and the internet-based (including e-mail, blog etc) (Kola and Opeyemi, 2020; Samuel 2020). It needed some tools that are used or instructions in education for it to work as e-learning. Weblog, Social bookmarking, Wiki, RSS Podcasts instant messaging Text chat and internet forums are the primary e-learning tools (Kola & Opeyemi, 2020). There are so many advantages or they say benefits of E Learning. According to Pande et al., (2016) the following are some of its advantages as cited by Kola and Opeyemi, (2020): flexibility, knowledge and qualification enhancement efficiency, interactions in class motivate students, cost effective among others.

Although e-learning plays an important role in education institutions in most countries of the world: many developing countries especially Nigeria have not unlocked a portion of its potentials. E-learning aims to move the learning atmosphere away from a physical teacher-student context in which information is distributed, (Franklin and Nahari 2018). The distance education and lifelong learning (Ajadi et al., 2008) facilities available for Nigeria schools is however not a new thing for promoting education through e-learning in some parts of the globe. There are numerous studies that have been recorded where the e-learning method enables the students to get directions from teachers and almost learn sufficiently 365 days of throughout the year including when on vacation (Franklin and Nahari, 2018; Aina and Olanipekun, 2018; Samuel, 2020). Most developed world do, well explore different types of e-learning For the most part, e-learning in Nigerian institutions is through distance learning programme. One of the major concerns related to distance learning programme is that how online students will effectively be taught using ICT technologies and collaboration at a higher order of interactive engagement. Television CD ROM Radio And more recently the mobile phones (Aina and

Olanipekun2018). E-learning has been suggested as an important avenue that aids in different aspects of education through the utilization of information and communication technologies in order to facilitate and improve teaching or learning process, therefore to ensure the impact of COVID-19 pandemic on Nigerian education is reduced e-learning needs to be embraced most especially within the period of lockdown. Because the rule of social distancing, even any e-learning mode which employs physical contact during teaching and learning may not effective. As a result, Google Classroom with such an extensive literature search is the best e-learning suitable for teaching and learning at this COVID-19 period.

Google Classroom

Classroom is a free web-based service that links your GSuite for Education account with all your G Suite services, such as Google Docs and Gmail or even Google calendar. Classroom is simple to create classes, distribute assignments, give quizzes, communicate with and engage students, and track their progress in a paperless way – saving both time and money. Google Classroom allows teachers to build an online classroom space, where they can organize the documents that all their students will need. Files uploaded in Google Drive, but they can be modified in the applications hosted on Drive — for example, GoogleDocs and Sheets. What sets Google Classroom apart is the teacher/student interface that allows you to interact and communicate just as teachers think and work. Well, one of the Google Apps for Education is Google Classroom which helps the teachers to create & organize assignments quickly and providing feedback-efficiently with a way to communicate easily with their learners (Shaharanee et al., 2016).

Studies suggest that the application allows students to learn more electronically and thus teachers will focus on students rather than papers (Rabbi et al., 2018). Google Classroom is a new technology in education that has influenced the teaching and learning process throughout most of

the developed and developing world since 2014 (Shaharanee et al., 2016). Earlier studies also indicate that, Google classroom develops learning on the ground level as students and teacher will be at different geographical locations (Mafa, 2018; Samuel, 2020; Kola and Opeyemi, 2020). Google Classroom is a way of managing the documents with regards to classrooms in a teacher / student friendly manner where Google Classroom sits between you and Google Drive. So, basically, this is what you can do with Google Classroom according to Kola and Opeyemi, (2020):

a. Assignments: The first thing you will be doing with Google Classroom is issuing homework assignments. When setting up an assignment, you can upload any documents the students are required to read or work on. Students get notified via e-mail if a new assignment, They "turn in" the assignments when complete and then you can grade the assignments.

b. Announcements: If you have a class-wide announcement, type your message and it is also e mailed to all students in the class.

c. Houses classroom materials: The materials that you put into an assignment aren't the only papers there is to store in classroom. You store any other important documents for the students on Google Drive.

d. Enable student-to-student contact, as students can comment on assignments and announcements and e-mail each other from the Classroom interface But one is cautious with e-learning where perhaps they are not appropriate in this COVID-19 era. But there was a major shortcoming—Nigeria has weak and immature broadband infrastructure (Trucano, 2014). Here we could find that distance e-learning has inequalities one way or another because there are differences between urban and rural students; between the rich and the poor who can not afford cost of internet. Some of the problems associated with e-learning are bandwidth and diversion of

intention on the net. Older studies indicates that Google Classroom improve learning due to the fact that it can be used by the students and teacher from varied geographical locations (Mafa, 2018) One of the most compelling methods technology has affected teaching and learning in the world comes from Google Classroom which started less than a decade ago. It is in light of the above background that one can rightly suggest that one way to avoid the effects of COVID-19 on education in Nigeria is for our schools to embrace a mode of e-learning delivery in teaching within our institutions. As a result, the virtual online e-learning which does not require conventional paradigms like the Google Classroom would be ideal when schooling system instruction in COVID-19.

All students – regardless of their parents' circumstances – receive identical instruction under the Google Classroom framework. It will provide the students with the same classroom environment as against the current scenario where, some students come to school well-armed with learning resources while some do not.

As the number of countries and schools around the world adopting Google Classroom has shown, this platform works! It allows teachers to post:

a) Notes;

b) Assignments;

c) Have different groups within a single class;

d) you can invite another teacher to the class and it is flexible.

Google Classroom is available anytime and anywhere. Lectures can be broadcasted to students without the need of reporting to a specific building called classroom before receiving lectures, and parents or guardians can monitor their wards progress (Mafa, 2018) This reduces the

paperwork for teachers and aids in managing the classroom and evaluating student performance. This improves the communication and student-teacher interaction.

COVID-19 PANDEMIC IMPACT ON TEACHING AND LEARNING

On one side, COVID-19 is a health challenge where you have to take harsh measure of prevention. Since the pandemic is a universal health issue, in effort to curtail the spread of infection, many countries resorted lockdown and restriction of movement (Chukwuemeka et al., 2020; Falode, 2020) which included schools as well. However, the lockdown imposed to mitigate the pandemic has had some catastrophic effects on teaching and learning of science/technology/vocational education (STVE) which its ramifications make a case for re-tooling of future academic practices. According to UNESCO (2020b), only over 100 countries affected the school closure, but witnessed disruptions of academics by many students. In developed nations, unlike their counterparts in Nigeria, students bore the psychological brunt of becoming distanced from their teachers and school premises in this manner.

Interruption of Academic Activities: On 19 March, 2020 The Federal Government of Nigeria through the Federal Ministry of Education ordered the closure of all schools across the country to slow the spread of virus that could eventually took life. The closures far exceeded what was announced by way of the closure of colleges' indefinite till a small window of reopening in December 2020. Many other activities such as students' internal assessments were disturbed to make way for the examination, meaning no school was able to function in their usual way. According to Ogunode et al. In some cases (2020), public assessments were cancelled and replaced with inferior alternative instead.

Ban on Academic Conferences and Exhibitions on Research Outputs: o The Pandemic hit so seriously that academic programmes came to a snap halt. The education sector mainly science, technical and vocational education have cancelled and where cancellation were not possible postponed academic conferences and exhibitions on research outputs fixed for the first quarter of the calendar year 2020 and early 2021. Ogunode et al. Research (2020) found that institutions were required to halt their research with large crowds, which subsequently resulted in a limited attendance of academic research and exhibition work.

Loss of Employees: Those who worked in the healthcare sector died due to the COVID-19 whereas hundreds left their jobs fearing that they and their family members may contract corona virus. According to Ogunode et al. By (2020), Nigerian tertiary institutions and globally, many Professors and researchers lost to the pandemic are said to be irreplaceable in a decade. Laboratories became ghost towns with little or no research during this period, many reagents became unusable and laboratory animals perished in the process. The unavailability of labour and physically distancing between human beings as practiced in laboratories, no doubt hindered the growth and development of science, technical and vocational education in higher institutions of learning within Nigeria.

Theoretical framework

Capability approach

The Capability Approach (CA) is laid down by Amartya Sen (2001), contains arguments for empowering the societal members socially and economically before other means are used to empowered them in terms of sustainable human development (Sen, 2001). The CA school suggests that equal capabilities (on a macro level) guarantees an equal opportunity in society for each member of the society (McCown, 2011). CA, in other words, equips people with the resources they hold dear to be whoever and whatever they want. The CA is grounded in social justice, a belief that all people should have equal opportunities. In the larger field of education studies, CA provides a unique lens in which education can become an enabler for human development to flourish sustainably through equitably redistributing resources to all. Education under CA has these values, as an active member of society to make decisions, their abilities and aspirations for a liveable life in the future and equitable distribution of wealth. CA focus on the learning which can mainly apply to understanding impact of a pandemic on school learn. Tao (2013). Most recently with regard to its effects and challenges on learning outcomes of students. CA inspired ideas, first is an inquiry into the actual state of the teaching profession, in other words how teachers across types of schools in Nigeria taught during COVID-19 period? Secondly, it is to dig deeper into support and resources in terms of interventions by government for teachers to be able to continue delivering quality education through online learning platforms in light of the global pandemic causing schools to shut down. It is contended that according to the tenets of CA, in order for teachers to effectively provide instruction during a lockdown, they must possess certain pedagogical skills and also need resources and support.

The Capability Approach (CA) by Amartya Sen is well suited to promote understanding and investigation into the impact of COVID-19 pandemic on academic performance of Senior Secondary School Students in Oredo Local Government Area of Edo State. The CA focuses on affording people the means and opportunity to get the lives they want. It echoes the requirement to take stock of students schooling access and outcomes throughout the pandemic.

Application to the Study

The educational capabilities have been massively updated during the COVID-19 pandemic, more specifically in a traditional schooling environment. It restricted students' access to education which is a capability that ensures people are able and capable. The objective of this research is to analyze how the pandemic backdrop impacted students' knowledge acquisition and critical thinking skills. A central question remains: Did the pandemic increase the gap in students that have online learning resources available to them, and those that do not? This difference must be understood when gauging the overall effect of the pandemic on education. The Capability Approach (CA) emphasizes social justice and equality of opportunities, for this reason is an ideal lens to look at the consequences our lives lived during the pandemic have had on education. This review will examine qualitative differences of online learning platforms and learning materials as to whether all students had equal access to them during this unique experience. You want to know about inequalities in access — either by socioeconomic status, by region or anything else. Interogating these differences, and their implications for inequalities in student academic performance, through the CA is an aim of the research.

Teachers are defining figures of the educational process and the CA highlights that educators need sufficient pedagogical skills, resources and support to be able to teach in times of crisis. Statement of the problemThis study intends to explore teachers' adaptation to the challenges posed by the COVID-19 pandemic in Oredo Local Government Area. Did they receive the training and support required to effectively teach a course online? The availability or otherwise of resources can have a huge effect on their ability to give quality education, and this should be closely scrutinised. Government interventions are another critical component of this analysis. The CA argues that the state must guarantee people have the skills to survive. The study will evaluate the impact of government programs on education during the pandemic. Let me ask you, Were those interventions enough to support the needs of both students and teachers during the time of school closures? Did these measures actually affect educational outcomes? What do we learn about the availability of government support to reduce education challenges during a pandemic? Last, but not the least, CA emphasises the need for Sustainable Human Development The impact of the pandemic on students' educational paths and their growth as a whole should be contemplated for decades to retain. This study will investigate whether students were prevented from reaching their educational goals and aspirations on account of the pandemic, and; in turn what effect those obstacles may have on just when they get to contribute more fully into society. Through tackling these complex challenges, the research aims to contribute towards a deeper understanding of how the pandemic has impacted education while informing strategies for promoting resilience within the educational system.

Empirical Review

Academic Performance of Senior Secondary School Students during the Covid-19 Pandemic

In Nigeria, Aiyedun (2020) investigate the effect of COVID-19 on secondary school academic program in three selected local government areas in Cross River State, Nigeria. The study adopted the descriptive survey research design. The study put forth two research questions to be investigated. This study population includes all secondary school students in public schools at Odukpani, Akamkpa and Bekwara Local Government Areas (LGA) of Cross River state of Nigeria. Using a simple sampling and stratified random sampling techniques, we selected the sample size of 150 respondents drawn from 3 selected local government areas whereby each of the three sampled Local government area had 50 students. Twenty items of structured questionnaire rated on 4-point Likert scale options and assigned value was given as Strongly Agree (SA) 4; Agree (A) 3; Disagree (D) 2; and Strongly Disagree (SD) 1 was used for data collection. Simple statistical table, simple percentages and Mean ($\bar{x}$) were used to analyze the responses of the respondents. Results of findings indicated that programmes have been disrupted academically and that, currently due to the COVID-19 pandemic, academic activities are greatly affected. The evidence suggested to largely reduce or remove the presence of academic staff and students in secondary schools with a major consideration of online teaching and learning and other areas of the education sector later on.

Ezeama (2021) carried out a study to find out the impact of pandemics on the application of microelectronics in designing educational apps for online learning in technical education in Onitsha South LGA of Anambra State, Nigeria. The sample consisted of 302 individuals composed of 264 IT college teachers and public and private school principals (38). Data were collected through a structured questionnaire. This instrument had a return rate of 96%. Three

experts validated the instruments. Ten school administrators and thirty technical college teachers have been subject to a pilot study. The Pearson product moment correlation coefficient was conducted to test for the reliability. The reliability reflects the total,. Instrument received a score of 79. The study was guided by three research questions and three null hypotheses. All the research questions were answered using mean and standard deviation while t test statistics at was used to test the null hypotheses. 05 and. 01 levels of significance. Furthermore, graphical views of the main relations in study was presented using MATLAB application. Main conclusions do certainly not include: (1) There are generally now more private technical examination schools with ICT amenities and staff than you can plus many public specialized schools. Indicate on the use of ICT skills of teachers in pre-covid period (2)No significant difference on the use of ICT skills of teachers in pre-covid era, because F-tab is 6.64 and 18.0 at level 5% and1% respectively as against F-cal = 0.0014 (3) EduApps Incorporated as an instructional tool made a huge difference on the income of technical education administrators where F-tab at 5% and 1% levels of significances are equal to 6.64 and 18.0 respectively against F-cal which is equal to 2.82 They recommend that Technical Colleges should be thoroughly outfitted with Internet of Things facilities and quality technical teachers, ICT experts and effective computer laboratory to enrich teaching and learning in technical education system.

Olayiwola, Oladimeji, Fadare, Egbedokun and Ajobo (2022) Studied the Effect of COVID-19 on educational system in Nigeria. The study used a descriptive survey design and established 3 research questions for the study. A stratified random sampling method was used to select a sample of 400 students from three purposively-selected public secondary schools (Ekiti Anglican Diocesan High School, Holy Child Catholic Secondary School and Ado Community High School) in Ado-Ekiti, Ekiti State Nigeria for the purpose of the study. A well-designed

questionnaire was utilized for data collection and data were analyzed using frequency distribution, percentages, bar-charts, relative importance index (RII) and proportional odds logistic model. The Findings further showed that the covid-19 impacted on education system in Nigeria, majority of the respondents agreed that covid-19 affected the academic calendar of all institution in Nigeria and that it could also affect suspension of classes and examinations. It also result indicated that cocid-19 had negatively affect education in Nigeria as 91% of the respondents were agree. The study further revealed the options to reduce spread of covid- 19 in Nigeria. It was noted that people must have awareness on containment of the spread covid-19 in all states of Nigeria while institutions and government should provide facemask & sanitizer to excorreel the spread of npc 19 corona virus in Nigreria.

COVID-19 and Academic Activities

Joshi, Neupane, Singh, Khanal & Belbase (2023) investigated the scholarly behaviour of academician in Nepal during COVID-19 pandemic. A total of 361 academicians were reached via an online questionnaire which includes quantitative data on the changes in academic and extracurricular activities. These results indicate that both academic (69%) and extracurricular activities (72%) were negatively impacted by lockdown due to the pandemic. Similarly, the lockdown due to COVID-19 pandemic has shown results that show an increase in study hours, sleeping hours and social networking while Academic activities concentration decreased during this time.

Adejonu (2022) study was on COVID-19 Pandemic and the Issues of Effect of VC/IML Academic Activities in College of Education, Agbor, Delta state of Nigeria. All students of the college constituted the population of this study. The study used a sample of one hundred and

twenty students, which consisted of twenty-four students randomly sampled from each of the five schools belonging to the college. The study was guided by 4 research questions. Data were analysed based on simple percentage. Results: It was found that COVID-19 impacted the academic activities of the college whereby physical face-face teaching and learning arrangements were halted. Teaching & Learning Methods underwent changes The academic year commenced in the 2020/2021 academic session Hence, it is suggested that a well-established virtual learning space ought to be at the college through getting easy accessibility to internet and maintaining necessary ICT apparatus. Teacher and learners should be appropriately trained on how ICT teaching/learning devices do work.

Honlah, Atakorah, Poku, Achem and Frimpong (2024) The impact of COVID-19 pandemics on academic performance and psychological well-being students. Students from Seventh-day Adventist College of Education, Agona-Ashanti were used for the study through a proportionate stratified random sampling procedure. Data were collected by a questionnaire consisting of the 7-item Generalized Anxiety Disorder Scale (GAD-7). Our results showed students' test scores didn't change much following the closure of schools. Of the respondents, 32.8% reported mild anxiety symptoms, 17.7% reported moderate anxiety and 6.1% reported severe anxiety. Protective factors against anxiety for students were a female gender and family financial stability. In contrast, a positive COVID-19 test in an associate, the location of the student community and students wrapped with people were not risk factors for elevated anxiety. Correlation analysis showed that economic impact, daily life effects, educational delays, and social support effects were all significantly negatively correlated with anxiety symptoms. In addition, fear about academic delays accounted negligibly for students' anxiety symptoms. Joint

efforts by the government and college authorities to set up counselling services for students could lessen the psychological effects of pandemics on students.

Government intervention During COVID-19 Pandemic on academic performance

Oyinloye (2020) conducted a study of the effect of COVID-19 pandemic on senior secondary school students performance in science education in government secondary schools in Ado-Ekiti local government area of Ekiti State, Nigeria. It was designed to explore and ascertain the influence of COVID-19 on academic performance of senior secondary schools in the study area; as well as effect of government intervention on Covid 19 pandemic. The study utilized survey research design. The population consists of 298 teachers of senior secondary school students in class 3 (SS3) in three government secondary schools in Ado-Ekiti local government area of Ekiti State, Nigeria. The sample size constituted 86 science teachers in the three government secondary schools in Ado-Ekiti. Sample Selection by simple random sampling technique. The data is gathered through the survey of 86 science expert teachers and heads of departments from three government secondary schools in Ado-Ekiti local government area of Ekiti State, Nigeria. Data was collected through semi-structured interviews conducted over phone calls and WhatsApp chats with the teachers. The results of this study indicated a notable decline in the (%) pass rate of senior secondary school students' external exams because of the pandemic, In addition, the research discovered that pupils academic performance was highly affected with the government covid-19 intervention relief packages. One of the things recommendations made to the Federal government of Nigeria and policy makers is that iPads and electronic tablets loaded with e-textbooks in these subject areas be distributed for free to SS3 students and their teachers

for online learning, so as to improve students performance on Science subjects in this year's national examination; as part of this COVID-19 relief package.

In a public secondary school in Osogbo, southwest Nigeria, Obadare, Oladoye and Owooke (2022) examined the impact of covid-19 pandemic on schools learning activities. The study solely took a goal and corresponding research objectives which explored the impact of COVID-19 pandemic on learning activities in schools in public secondary schools, Osogbo, Osun State southwestern Nigeria. A survey method was used to conduct the research. The study population consisted of 983 teachers in eight senior secondary schools across Olorunda Local Government Area, Osun state. This was a cross-sectional study conducted with a total sample of 220 respondents, randomly selected teachers in the region, from public and private primary and secondary schools. Study procedures: data collection via a structured questionnaire Only 207 of the total 220 questionnaires administered were retrieved and deemed usable. The respondents also span across only 4 states with highest numbers primary and secondary schools in Olorunda Local Government Area of Osun state. Data collected were analysed using descriptive statistics in the form of tables and percentages. As a result, 36.2%% of the respondents had taught during the pandemic and 63.8% had not taught. In terms of modes adopted to teach during the lockdown, 47.3% used online platform, 7.7% used offline platform, 9.7% adapted a possible face to face means options and rest (5.8%) were relying on other platforms while approximately one third (36.2 %) did not use any of the these platforms. All in all, approximately 78.7% of the respodents remained employed during lockdown and 21.3% had their jobs terminated during this time period. About proportion of salaries earned during lockdown, 6.8% respondents received between 0–25%, 20.8% earned between —26–50%;17.4%-between —51–75%;5.8-between—

76–99% while 48.9% got their salary in full (100%). That meant the government played a huge part in it. Based on the findings, it was recommended that; As a result of the tremendous destruction caused by the pandemic to learning activities, all stakeholders have to be using e-learning technology and are likewise well toasted with their educational procedures in compliance with new trends worldwide in education; teachers and learners need anybody proper orientation on different usage of e-learning technologies.

Uwase & Enyekeme (2024) conducted a study on the use of ICT resources beyond covid-19 and its pedagogical implications in teaching and learning mathematics among secondary school students in Akwa Ibom State, Nigeria. The study aimed at two things, implementation strategies of ICT resources in teaching and learning of Mathematics amongst secondary school teachers beyond Covid-19 and pedagogical implication of ICT in teaching and learning of Mathematics among secondary school teachers in Uyo Education Zone, Akwa Ibom State Nigeria. The research design used was the descriptive survey design. The target population of this study consists of all Mathematics teachers in public secondary schools in Uyo education zone. A purposive random sampling technique was used to select 179 SS3 students and 48 teachers from the sample of 49 schools that made up the zone. Data collections were carried out based on the instrument that was a 10 items questionnaire named availability and utilization of ICT questionnaire in Mathematics (AUICTQM). Descrip tive statistics mean test on generated data output were used. The findings also indicated that there is to a highly extent, the government put an effort in providing sufficientICT tools relevant for teaching and learning of Mathematics, it helps teachers utilization of ICT resources impact positively to the teaching of mathematics at secondary schools level. As a result of the findings, among others, it was recommended that

teachers should create awareness and appreciate ICT resources hugely assist them in organizing and preparing properly for classes. However, this approach needs to reinforce the fact that students have a space to use ICT in their learning of Mathematics.

Teachers Disposition of COVID-19 and Academic Activities According to Gender

In the Saudi context of English as a foregin language, Al-khresheh (2022) has investigated how far teachers could develop creativity within the classes in pandemic from their students' perspectives. Additionally, the study aimed to examine whether these perceptions differed significantly based on students' gender and university level and teachers' gender. In order to achieve this goal, a comprehensive English Language TeacherCreativity Scale involving 62 items and seven multi-dimensions was performed on 500 male and female university students, who were chosen by a non-probability sampling method called snowball sampling. This descriptive quantitative study revealed that EFL teachers have moderately creative teaching style. The unforeseen pandemic shook teachers such as the ones in our experiment, who had not been prepared at all and managed to come up with creative online teaching methods only under adverse conditions. Findings also indicated that students' views on their teachers' creativity did not differ significantly depending on gender, institution level and teacher gender. Results were subject to limitations and recommendations.

Moemeke (2023) looked at gender perspectives on the experiences of lecturers in Experience with ERT: Issues of acceptance, challenges, success & prospects of teaching online after Covid-19 era in the College of Education (University of Delta), Agbor during the period of online ERT. This study offers a quantitative descriptive survey a questionnaire as an instrument for collecting data with a reliability index of the Cronbach alpha of 74 =.A total sampling design was used and

the respondents in this study were 230 from 240 lecturers who completed the questionnaires. The findings further pointed out that there were no gender differences in the perceptions such as: the online ERT was necessary, was not embraced; the lecturers' challenge was insufficient preparation, and not lack of ICT skills for the ERT; it demonstrated classrooms experiences affirming levels of blended learning technologies integration by institutions; if possible, online teaching should continue with a mixture of face-to-face learning in the future with simultaneous provision of adequate internet coverage. A significant gender difference in the ERT perceived success was achieved, with females receiving a higher score than males on how successfully they performed the test. The authors then concluded the paper with implications from their results.

SUMMARY OF LITERATURE REVIEWED

This literature review extensively scrutinized relevant scholarly works produced regarding the implications of COVID-19 on secondary education, particularly comprising SS3 students. The review covers topics such as the importance of secondary education in Nigeria, impact of COVID–19 pandemic on teaching and learning, creative teaching during and post-COVID–19 pandemic and government interventions to address this challenge. Evidence from these mediating mechanisms shows us indirectly how schools were impacted by the pandemic and teaching and learning appear to be key mechanisms through which secondary schools have experienced impacts of COVID-19.

This study is mainly intended to provide insights on the links between the pandemic and its impact on student learning and achievement, with a focus being placed on the overall support provided by schools during such extraordinary times. Drawing on Amartya Sen's Capability Approach (CA), the study highlights the need for social and economic empowerment as essential

for sustainable human development. The CA argues that education is a powerful tool for empowerment, and calls for a fairer distribution of resources so that people may actively participate in decision-making. CA highlights the need for teachers to have the necessary pedagogical skills, access to resources and support to be able to connect with students during disruptions like a lockdown.

This study addressed the important gap in the literature by generating a deeper understanding of how secondary school education was affected by the pandemic in Nigeria, especially as relates to SS3 students. Several publications have investigated different aspects of the effect of the pandemic on education; however, there are still gaps with regard to a thorough assessment considering mediated variables that operate in colleges amid this particular crisis. Using the Capability Approach, this research investigates ways in which education opportunities and achievement for students have been influenced by the pandemic using an emphasis on equal access to resources and support. Finally, this study aims to add to the existing literature around education and COVID-19 while providing recommendations that can be used for future educational reform policies and practices focusing on resilience and equity in Nigeria's best interest.

CHAPTER THREE

METHODOLOGY

This chapter discusses how the research was conducted. Research design, population, sample and sampling technique findings will be done, research instrument, validity of the instrument, reliability of the instrument method for collecting data should also be specified as well as a method for analysis.

Research Design

The descriptive survey research design was adopted for this study. This description of a design is appropriate for this study because it describes the events naturally as they are. In other words, the development of the design is selected because it is fit for purpose in this study to describe to understand phenomenon as they are in reality with no manipulation of any variable or variables that are investigated.

Population of the Study

The population for this study involved 286 Teachers in 13 public senior secondary schools within the Oredo Local Government Area. DATA: Edo State Ministry of Education SOURCE.

Sample and Sampling Techniques

The total sample consisted of a total sample size of 130 teachers pulled from each of the 13 schools. Equal proportion and simple random sampling techniques by balloting was adopted where all schools were listed and selection was based on picking without bias. Simple random sampling was used to ensure each element had an equal probability of selection. Table in Supplementary material: a sample size

S/N	Names Of Schools	Types	No Teachers	sample of teacher
1	Anglican Girls G/S, B/C	Female only	22	10
2	Oba Akenzua SEC. SCH., B/C	Mixed	16	10
3	Edo College, B/C	Male only	35	10
4	Edokpolor Grammar SCH.	Male only	21	10
5	Emotan College, B/C	female only	21	10
6	Idia College, B/C	female only	28	10
7	Ihogbe College, B/C	Mixed	30	10
8	Imaguero College, B/C	female only	21	10
9	Iyekogba G/S, Iyekogba	Mixed	17	10
10	Samuel Ogbemudia College B/C	Mixed	17	10
11	Oba Ewuare S/S, B/C	Mixed	18	10
12	Ogbe Sec. Sch.	Mixed	20	10
13	Oredo Girls, B/C	Female only	20	10
	Total		286	**130**

Research Instrument

The data collection instrument was a questionnaire that was created by the researcher. The scale items used in the questionnaire were drawn from the research objectives presented at chapter one of this research work. The instrument will consist of two parts, A, B and C.A part A consists of information about gender respondents; the part B consists of a 20 item scale drawn from research questions on the fivedegree Likert-type scale to SA-Strongly Agree A-Agree U-Uncertain D-Disagree SD-Strongly Disagree.

Validity of the Instrument

The instrument hence, was first given to the supervisor for examination followed by three experts (one in Measurement and Evaluation and two others in Guidance and Counselling) in charge of the department who carried out a face and content validity of the instrument. These opinions were compiled and added to the final product used for the study.

Reliability of the Instrument

Splitting the instrument into halves so as to ascertain its split-half reliability procedure. To achieve this, thirty (30) copies of the instrument were administered to students not included in the sample targeted for the study. The collected data was processed with the Cronbach Alpha statistics and the reliability coefficient of variants was 0.88 which means that our instrument is trusted according to the dependability standards.

Method of Data Collection

Data Collection by the researcher and a Research Assistant employed for this task was conducted after getting permission from the school authorities through administering of questionnaire. Completed copies of the questionnaires were collected immediately and these prepared for analysis. The instrument was administered to the teachers in the thirteen secondary schools

Method of Data Analysis

In the data analysis, descriptive statistics of mean and standard deviation for the research questions were analysed while one sample t-test (hypotheses 1–3) and students' independent t-test Statistics was used to test hypothesis 4 at 0.05 alpha level of significance for the data collected.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter is a summary of an analysis conducted on the data collected from the sample drawn from population of study. The findings are related to the research questions and hypotheses expressed in chapter one. These are as follows:

Data Analysis

Research Question One: How do teachers perceive the COVID-19 Pandemic has affected academic performance of senior secondary school students in Oredo Local Government Area of Edo State?

The analysis of research question one is presented in Table 1

Table 1: Descriptive statistics showing teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

S/N	Statements	N	**Mean**	**Std. Dev.**	**Decision**
1	Covid-19 has negative impact on students' academic achievement	130	3.24	0.68	**Agree**
2	Covid-19 did not allow teachers to teach well and this affected students' performance	130	3.40	0.59	**Agree**
3	Covid -19 reduced students' academic performance	130	3.41	0.60	**Agree**
4	Most Students forget what they were taught due to Covid-19 management	130	3.44	0.62	**Agree**
5	Covid-19 has negative impact on academic performance	130	3.40	0.59	**Agree**
	Grand Mean		**3.38**		**Agree**

Decision Rule: Mean < 3.0 = Reject/Disagree; Mean > 3.0 = Accept/Agree

The result of the analysis of teachers perception of the effect of the COVID-19 pandemic on academic performance of senior secondary school students in Oredo Local Government Area of Edo State is presented in Table 1. The results indicated an agreement among teachers with a grand mean score of 3.38 across the five items that Covid-19 has negative impact on students academic achievement, Covid-19 prevent teachers from teaching well which affect students performance, Covid -19 hinders student academic performance, Most Students forget what they

were taught due to covid- 19 management and finally also showed an agreement with the statement that 'Covid- 19 negatively impacted academic performance'. implying that teachers were of the opinion that Covid-19 had impact on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State.

Research Question Two: To what extent does COVID-19 pandemic influence the school academic activities of Senior Secondary School Students (SS2) students in Oredo Local Government Area of Edo State?

The analysis of research question two is presented in Table 2

Table 2: Descriptive statistics showing teachers' perceptions of the influence of the COVID-19 pandemic on school academic activities for senior secondary school students in Oredo Local Government Area of Edo State

S/N	Statements	N	**Mean**	**Std. Dev.**	**Decision**
1	The Covid-19 pandemic significantly disrupted students' academic studies	130	3.14	0.63	**Agree**
2	Covid-19 has negative impact on the education System.	130	3.30	0.56	**Agree**
3	It is a disease that disrupted students' academic activities	130	3.31	0.58	**Agree**
4	Covid-19 has forced Schools Closure	130	3.33	0.57	**Agree**
5	Schools calendars were interrupted due to Covid-19	130	3.15	0.56	**Agree**
	Grand Mean		**3.25**		**Agree**

Decision Rule: Mean < 3.0 = Reject/Disagree; Mean > 3.0 = Accept/Agree

Table 2 One way analysis of teachers as factors on the influence of COVID-19 pandemic on school academic activities among senior secondary school students in Oredo Local Government Area of Edo State. The results revealed teachers agreed in their impressions that Covid-19 pandemic had severely interrupted students' studies, Covid-19 has adverse effect on the education System, Covid -19 is a disease which interfered with students'extra academic activities; Schools Closure was as a cause of regular calendar disruption caused by The ever-rising ravage of the dreaded disease. This result made the researchers to conclude that teachers

knowledge delineated by Covid-19 was adversely affects the academic activities of senior secondary school students in Oredo Local Government Area of Edo State.

Research Question Three: The Role of Government Interventions during the COVID-19 Pandemic in Supportative Academic Performance of Senior Secondary School Students in Oredo Local Government Area of Edo State Research

The analysis of research question three is presented in Table 3

Table 3: Descriptive statistics showing teachers' perceptions of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

S/N	Statements	N	**Mean**	**Std. Dev.**	**Decision**
1	Government-provided online learning platforms and resources were helpful in continuing my education during the pandemic	130	3.25	0.68	**Agree**
2	The government's distribution of educational materials (e.g., textbooks, worksheets) effectively supported students' learning during school closures	130	3.46	0.56	**Agree**
3	The government's health and safety guidelines for schools (e.g., social distancing, mask mandates) made students feel safe returning to school	130	3.46	0.56	**Agree**
4	Financial support or relief provided by the government helped students' families cope with the economic impact of the Covid-19 pandemic	130	3.47	0.60	**Agree**
5	The communication and updates from the government regarding educational changes during the pandemic were clear and timely	130	3.45	0.59	**Agree**
	Grand Mean		**3.42**		**Agree**

Decision Rule: Mean < 3.0 = Reject/Disagree; Mean > 3.0 = Accept/Agree

The Result in Table 3 Perception Of Teachers On The Role of Govt interveners In Assisting Academic Performance Of Senior Secondary School Student During COVID-19 Pandemic In Oredo Local Government Area Of Edo State. The results indicated an agreement among teachers in their perception that government-supplied e-Learning platforms and resources were helpful in continuing my education during the pandemic, To what extent do you agree or disagree

Government's provision of educational materials (e.g., textbooks, worksheets) effectively supported students' learning during school closures, Health and safety guidelines for schools issued by the government (e.g., social distancing, mask mandates) made students feel safe returning to school, God Financial support or relief provided by the government helped students' families cope with the economic impact of the Covid-19 pandemic as well as Communication and updates from the government regarding educational changes during the pandemic were clear and timely Grand mean = 3.42 across five statements. Therefore, it can be deduced also that teachers have favorable perception on government interventions during COVID-19 pandemic in aiding academic performance of senior secondary school students in Oredo Local Government Area of Edo State.

Research Question Four: What is the influence of COVID-19 pandemic on academic performance of male and female teachers in senior secondary school students at Oredo Local Government Area, Edo state?

Table 3: Descriptive statistics showing the difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Gender	N	Mean	SD	Mean Difference
Male	59	16.57	2.63	
				0.55
Female	71	17.12	2.02	

Results presented in Table 4, compared the responses of male and female teachers on the effect of COVID-19 pandemic with performance of senior secondary school students, Oredo Local Government Area Edo State. The male teachers have perception mean score of 16.57 with the standard deviation of 2.63, while female teachers were found to have the significant perception mean score of 17.12, standard deviation was calculated as 2.02 and a difference in means [mean

difference] stand at (0.55) in-favour of female teachers as we can see from below table; Based on the results therefore, we conclude that male and female teachers in Oredo Local Government Area of Edo State hold different perceptions of the influence of the COVID-19 pandemic on junior secondary school students′ academic performance with higher perception mean scores associated with female teachers.

Testing of Hypotheses

Hypothesis One: The impact of COVID-19 pandemic on senior secondary school students' academic performance in Oredo Local Government Area of Edo State is Not Significant.

Table 5: One-Sample t-test Analysis of Teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Variable	N	Mean	SD	df	t	Sig(2-tailed)	Decision
Teachers' Perception of Covid19 on Academic performance	130	16.87	2.32	129	82.72	0.00	Reject Ho

The data in Table 5 showed the level of teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant at 0.00 (t = 82.72, df = 129). Since 0.00 is less than 0.05 alpha level of significance, teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant. Therefore, the hypothesis which says teachers' perception of the

influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant is rejected. This implied that teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.

Hypothesis Two: Teachers' perception of the influence of COVID-19 pandemic on school activities among senior secondary school students in Oredo Local Government Area of Edo State is not significant

Table 6: One-Sample t-test Analysis of Teachers' perception of the influence of COVID-19 pandemic on school activities among senior secondary school students in Oredo Local Government Area of Edo State

Variable	N	Mean	SD	df	t	Sig(2-tailed)
Decision						
Teachers' Perception of Covid19 on Academic activities	130	16.37	2.18	129	85.41	0.00
Reject Ho						

According to the linear regression analysis shown in Table 6, this suggests that the influence of COVID-19 pandemic on the academic activities of senior secondary school students in Oredo Local Government Area of Edo state was remarkable with an individual p value significant at 0.00 (t = 85.41, df = 129). Since the value of 0.00 is lesser than the alpha level of significance, which was set at 0.05, it means that there is a significant difference in teachers' perception on how COVID-19 pandemic has affected the academic activities of senior secondary school students in Oredo Local Government Area of Edo State. Thus, the null hypothesis H03 that states that there is no significant difference in teachers' perception of the influence of COVID-19 pandemic on academic activities of senior secondary school students in Oredo Local Government Area of Edo State was rejected. This means teachers strongly agreed on all the items used to measure this variable that the influence of COVID-19 pandemic on the academic activities of senior secondary school students in Oredo Local Government Area of Edo State is high

Hypothesis Three: There is no significant difference in the perception of teachers in Oredo Local Government Area of Edo State on the role of government interventions during COVID-19 pandemic to academic performance of senior secondary school students.

Table 7: One-Sample t-test Analysis of Teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Variable	N	Mean	SD	df	t	Sig(2-tailed)	Decision
Teachers' Perception of govt intervention duringCovid19	130	17.00	2.46	129	79.10	0.00	Reject Ho

The data in Table 7 showed teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant at 0.00 (t = 79.10, df = 129). Since 0.00 is less than 0.05 alpha level of significance, teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant. Therefore, the hypothesis which says teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant is rejected. This implied that teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.

Hypothesis Four: There is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Table 8: Independent t-test showing the difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Gender	N	Mean	SD	df	t	Sig(2-tailed)	Decision
Male	59	16.57	2.63				
				128	-1.348	0.18	Accept Ho
Female	71	17.12	2.02				

The data in table 8 showed the difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant at 0.18 (t = -1.348, df = 128). Since 0.18 is higher than 0.05 alpha level of significance, the difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant. Therefore, the hypothesis which says there is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is accepted. This implied that there is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State,

Summary of Findings

Four major findings were obtained from this study, and these include:

1. teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.
2. teachers' perception of the influence of COVID-19 pandemic on the academic activities of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.
3. teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.
4. there is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Discussion of Findings

The first finding emanating from this study is that teachers viewed the effect of covid-19 pandemic on academic performance of senior secondary school students in Oredo Local Government Area, Edo State as significant while consensus agreement was reached on all the items used to measure this variable. This may also be because the decline or shortfalls in

students' academic performance are seen as media manifestations of the damage done by the pandemic. These findings are consistent with similar work on the effect of COVID-19 in education in Nigeria (Aiyedun, 2020) who undertook a study of the impact of COVID-19 on academic programme of secondary schools in three selected local government areas of Cross River State, Nigeria and found that the educational sector was majorly disrupted by lockdowns caused by Covid pandemic leading to conclusion that there was drastic change to teaching process due to the pandemic. Likewise, the result corroborated Olayiwola, Oladimeji, Fadare Egbedokun and Ajobo (2022) who study on impact of covid-19 pandemic on school system in Nigeria further discovered that 91% of research participants (respondents) accepted covid-19 having an adverse effect on education in nigerian.

The second finding of this study showed that the teachers are in agreement on all the items used to measure to what extent COVID-19 pandemic had impacted on senior secondary school students academic activities, while the mean scores reflect an average level of influence which is an important outcome. This was probably because the Covid-19 pandemic brought lecture time, tests and exams were canceled/ postponed. It might also be linked to the concern of contracting the virus that made many stay indoors, letting their academic exercises and activities unattended. The present result is consistent with Joshi, Neupane, Singh, Khanal and Belbase (2023) on academic engagement of academicians during COVID-19 lockdown in Nepal which found that two-third of the respondents (69% and 72%) agreed that both academic as well as extracurricular activities were negatively affected due to lockdown during pandemic. The findings further proved that during the lockdown caused by COVID-19 pandemic, study hours, sleeping hours and social networking shifted from -46 mins to 23 mins, 3 hrs and 55 mins respectively while

concentration on academic activities slipped down to 2 hrs. The result also agrees with that of Adejonu (2022) who studied the effect of COVID-19 on academic activities of College of Education, Agbor, Delta state of Nigeria and noted that COVID-19 played significant role in their academic activities by bringing physical face-face teaching and learning to stand still and forced them into closure. The teaching-learning method went through a bit of transition. As we all know the academic school calendar was changed in order to be applied for the 2020/2021 academic session. Nevertheless, the discovery contravened those of Honlah, Atakorah, Poku, Achem and Frimpong (2024) who examined the influence of the COVID-19 pandemic on academic performance as well as health related quality of life among college students and discovered that students mentioned minimal variations in their test scores immediately after closing schools temporarily. 32.8% of respondents reported mild anxiety, 17.7% moderate anxiety and 6.1% severe anxiety.

As indicated by their agreement on all the items used to measure this variable, teachers believe very significantly that government interventions during the COVID-19 pandemic have played an important role as support for the academic performance of senior secondary school students in Oredo Local Government Area of Edo State. This may be achievement by teachers savouring this palliatives from government to assist the masses in a distressful track of life scenario created mainly for students and altogether teachers, where education systems/methods have remained stagnated. This finding confirmed that of Oyinloye (2020) who undertook a study on the potential effect of COVID-19 on the performance in science education of senior secondary school learners registered in government accounts secondary education institutions within Ado-Ekiti local authority, Ekiti State, Nigeria and established significant effect of government covid-

19 intervention relief packages on students' academic success and discovered that 6.8% received 0–25%,20.8% were paid rebates:between 26%-50%;17.4% got salaries ranging from51 -75 %;5.8 % earned between76 -99 %specific proportion whereas48.9 percentacquired full salary based on total numberofpaycheck they had attained during lockdown period originating from government processpayments situation overall comparisondue to salary sectionscovering living quartersin guidelinecapturedinside hisresearchdomaincategoryand paysection rebateduringlockdownperiodsuccesscontestaccordingto spread rate[7]. This suggested a very considerable impact of government intervention. Likewise, the results corroborated with of that Ofonime, Uwase and Enyekeme (2024) who conducted a study on ICT resources beyond covid-19 and its pedagogical implication in the teaching learning of mathematics among secondary school Akwa Ibom State, Nigeria where it was asserted that Government made relatively high efforts to provision sufficient ICT tool available for teaching learning of Mathematics.

Thus, the fourth finding of this study revealed that there is no difference between male and female teachers in terms of their way of perceiving the impact or influence of COVID-19 pandemic on achieving good academic performance with regards to senior secondary school students in Oredo Local Government Area of Edo State. this could be because male and female teachers had same conditions, experiences and feelings during COVID-19 pandemic. This result was consistent with the finding of Al-khresheh (2022) who aimed in Saudi context for English as a foreign language on exploring to what extent teachers able to enhance creativity during pandemic and students perceptions about their teachers performance, no significant differences were found between gender on teacher characteristic. Nevertheless, the finding found on contradiction to Moemeke (2023) who explored the gender differences on perceived experiences

of lecturers in College of Education (now University of Delta), Agbor, Delta State Of Nigeria against the ERT and established that Gender difference in perceptions success with regard to ERT was successful except for their male counterparts during Covid-19.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to assess teachers' perception of the influence of covid-19 pandemic on the educational system in senior secondary school students in Oredo Local Government Area of Edo State. Specifically, this study sought to determine teachers' perception of the influence of the COVID-19 pandemic on academic, on school activities, the role of government interventions during the COVID-19 pandemic in supporting academic performance and determine teachers' perception of the influence of the COVID-19 pandemic on academic performance among senior secondary school students in Oredo Local Government Area of Edo State based on gender.

Research Questions

To address the study's purpose, the following research questions were posed:

1. What are teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State?
2. What are teachers' perceptions of the influence of the COVID-19 pandemic on school academic activities for senior secondary school students in Oredo Local Government Area of Edo State?
3. What are teachers' perceptions of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State?

4. What is the difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State?

Hypotheses:

To guide the investigation, the following null hypotheses were formulated and were tested at 0.05 level of significance

1. Teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant
2. Teachers' perception of the influence of COVID-19 pandemic on school activities among senior secondary school students in Oredo Local Government Area of Edo State is not significant
3. Teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is not significant
4. There is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

The study employed a descriptive survey research design. The population of the study comprised 286 Teachers in 13 public senior secondary schools within the boundaries of the Oredo Local Government Area. The sample size was 130 teachers chosen from each of the 13 schools making up a total sample. The equal proportion and simple random sampling techniques by balloting was adopted whereby all schools were listed and selection was based on picking

without bias. This simple random sampling was used to give every element an equal chance of being selected. A self-structured questionnaire was used as instrument for data collection in this study In order to determine the validity, the instrument was presented to the researcher's supervisor who made some inputs. Thereafter, the instrument was presented to three experts one in Measurement and Evaluation, Educational Psychology and Educational management studies, in the Department of Education, Benson Idahosa University for face and content validity. Corrections suggested were effected and the instrument's validity was established. In establishing the reliability of the instrument, 30 copies of the instrument was administered to thirty students outside the proposed sample used for the study. Data collected was analysed using the Cronbach Alpha statistical reliability procedures and the instrument yielded a coefficient value of 0.88. The scores obtained were considered high enough for the instruments to be reliable. The researcher administered copies of the instrument to the sampled students and the data collected were analysed using the descriptive statistics of mean and standard deviation while one paired sample t-test and the students' independent sample t-test were used to test the hypotheses at 0.05 alpha level of significance.

The results obtained showed that:

1. teachers' perception of the influence of COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.
2. teachers' perception of the influence of COVID-19 pandemic on the academic activities of senior secondary school students in Oredo Local Government Area of Edo State is

significant as reflected in their agreement on the all the items used to measure this variable.

3. teachers' perception of the role of government interventions during the COVID-19 pandemic in supporting the academic performance of senior secondary school students in Oredo Local Government Area of Edo State is significant as reflected in their agreement on the all the items used to measure this variable.
4. there is no significant difference between male and female teachers' perceptions of the influence of the COVID-19 pandemic on the academic performance of senior secondary school students in Oredo Local Government Area of Edo State

Educational Implications

1. Teachers need to adapt to online teaching as learning gaps are pronounced in essential subjects like mathematics and English language and must implement targeted interventions that would support students to catch up the missed educational contents
2. Educational institutions need to invest in digital tools in order to provide training to both staff and students
3. Schools need to focus on building independent learning skills in students so as to promote resilience in their learning habits
4. Government and policy makers need to invest in technological gadgets to ensure equitable access and develop proactive, flexible emergency response strategies

Conclusion

This study concludes that COVID-19 pandemic severely disrupted secondary education in Oredo LGA, affecting teaching methods, student learning, assessment practices, and overall academic performance.

Contribution to Knowledge

This study has contributed to knowledge as it has established the fact that, teachers' perception of the influence of covid-19 pandemic on the educational system in senior secondary school students in Oredo Local Government Area of Edo State is significant in the area of teaching and learning process, assessment and students' academic performance. It has also serve as a base for other researchers who would choose to undertake any study in this area of research.

Recommendations

Based on the findings, the study recommends the following:

1. Teachers should adapt to online teaching as learning gaps are pronounced in essential subjects like mathematics and English language and must implement targeted interventions that would support students to catch up the missed educational contents
2. Educational institutions should invest in digital tools in order to provide training to both staff and students
3. Schools should focus on building independent learning skills in students so as to promote resilience in their learning habits
4. Government and policy makers should invest in technological gadgets to ensure equitable access and develop proactive, flexible emergency response strategies

Suggestion for Further Research

This study was located in Oredo Local Government Area, Benin City, Edo State. Therefore, further research is suggested in another Local Government Area and outside of Benin City by extension.

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APPENDIX I

QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student of the Department of Education of the above named University, as part of the requirement, for the award of a postgraduate diploma Degree in Education, I am embarking on a research study on **TEACHERS' PERCEPTION OF THE INFLUENCE OF COVID-19 ON SCHOOLS ON THE EDUCATIONAL SYSTEM IN SENIOR SECONDARY SCHOOL IN OREDO LOCAL GOVERNMENT AREA, EDO STATE**. Please, answer the following questions by ticking the most appropriate answers in the boxes provided. All information will be treated with utmost confidentiality.

Thanks for your cooperation.

Sincerely yours,

Aghimien Mary

Researcher

SECTION A: BIO-DATA

1) Gender: (1) Male [ ] (2) Female [

SECTION B: COVID-19 AND EDUCATIONAL SYSTEM

SD=Strongly Disagree, A = Agree, D = Disagree and SA=Strongly Agree U=Undecided

S/N	STATEMENT	SD	D	U	A	SA
	COVID-19 PANDEMIC AND ACADEMIC PERFORMANCE					
1	Covid-19 has negative impact on students' academic achievement					
2	Covid-19 did not allow teachers to teach well and this affected students' performance					
3	Covid -19 reduced students' academic performance					
4	Most Students forget what they were taught due to Covid-19 management					
5	Covid-19 has negative impact on academic performance					
	COVID-19 AND ACADEMIC ACTIVITIES					
6	The Covid-19 pandemic significantly disrupted my academic studies					
7	Covid-19 has negative impact on the education System.					
8	It is a disease that that disrupted students' academic activities					
9	Covid-19 has forced Schools Closure					
10	Schools calendars were interrupted due to Covid-19					
	GOVERNMENT INTERVENTION DURING COVID 19					
11	Government-provided online learning platforms and resources were helpful in continuing students' education during the pandemic					
12	The government's distribution of educational materials (e.g., textbooks, worksheets) effectively supported students' learning during school closures					
13	The government's health and safety guidelines for schools (e.g., social distancing, mask mandates) made students feel safe returning to school					
14	Financial support or relief provided by the government helped student's families cope with the economic impact of the Covid-19 pandemic					
15	The communication and updates from the government regarding educational changes during the pandemic were clear and timely					

APPENDIX II

Reliability Output

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RELIABILITY
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Scale: 'INFLUENCE OF COVID 19 ON ACADEMIC PERFORMANCE SENIOR SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE'

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.881	20