

Perceived Impact of COVID-19 Pandemic on the Achievement of Students in Post COVID -19 Era in Osisioma Ngwa Local Government Area of Abia State Nigeria.

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Abstract

The emergence of COVID-19, result to many health problem and also posed a serious effect on human activities. The purpose of this study was to determine the Perceived Impact of COVID-19 Pandemic on the Achievement of Students in Post COVID -19 Era in Osisioma Ngwa Local Government Area of Abia State Nigeria. Three purpose and three research questions guided the study. A population of 12,508 students in Osisioma Ngwa Local Government Area was used for the study. The sample of the study consisted of 205 secondary school students that were drawn from the six secondary schools used for the study. The instrument for data collection was a questionnaire titled "Perceived Impact of COVID -19 Pandemic on Students Academic Achievement" (PIC-19PSAA). The data collected from the students were analyzed using frequency and percentage. Results; reveals that the public school students agreed that COVID-19 era helped them get use to studying online (100%); they could now read on their own (100%); COVID-19 era made them education minded (59.1%); while the private schools agreed that it made them education minded (78.9%). Conclusion and recommendation; Based on the findings of the study, the following conclusions were made; the secondary school student not minding their demographic characteristics was affected by the COVID-19 era; Schools especially secondary schools should be upgraded to digital form of teaching to avoid the effect of such emergencies

Introduction

In 2019, the whole world was shut down due to the discovery of COVID-19. According to IFAD (2022), COVID-19 is an infectious disease caused by SARS-COV-². The outbreak began in Wuhan China, thereby disrupting basic activities people engaged in like, agriculture, education and so on. It was a global pandemic that affected the whole world. David (2022) stated that Corona virus which is also known as COVID-19 is a severe acute respiratory syndrome. Corona virus was initially reported to the World Health Organization (WHO) on December 31, 2019. David (2022) also stated that COVID-19 was declared a global health emergency on January 30, 2020. Then on March 11 2020, the WHO declared COVID-19 a global pandemic. The name COVID-19 was chosen to avoid stigmatizing the virus's origins in terms of population, geography, or animal associations.

According to Cleveland Clinic (2022), corona virus is often found in bats, cats and Camels. The COVID-19 virus can make its way to the human body through the mouth, nose or eyes. It can then travel to the back of one's nasal passages and mucous membrane in the back of one's throat. When it eventually, attach to the cell, it begins to multiply and move into the human lungs, from the lung tissue, it gets to other parts of the human body (Cleveland Clinic, 2022). During this period of COVID-19, many sector of different countries were affected including; industries and even the educational system especially the low income country like Nigeria. Children were kept away from the school environment. School children were forced to have their studies and school lessons online; there were no contacts because of the fear of the spread of COVID-19. According to Global Campaign for education (2022), COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Students, school,

colleges and universities have been deeply impacted. According to United Nations Educational, Scientific and Cultural Organization (UNESCO) in Global Campaign for Education (2022), over 800 Million learners from around the world have been affected, 1 in 5 learners cannot attend school, 1 in 4 cannot attend higher education classes and over 102 countries have ordered nationwide school closures while 11 have implemented localized school closure. Each day, millions of children do not go to school due to emergencies and ongoing humanitarian crises.

According to Uchenna, Maximus, Charity and Chiedu (2021), some of the impact of COVID-19 includes poor school enrollment, inequality in education, poor achievement, poor school health and challenges in school assessment and transition.

According to Osamudiamen, Anayochukwu Francis, Frank and Ehimwenma(2021), in their study stated that the student indicated difficulties with internet connection, limited interactions with one another and this negatively influence student's satisfaction. Students believe that assignments and oral examinations are more suitable. Also, the teachers agreed that it was difficult assessing student's abilities and performance, also students scored high marks when assessed using online due to COVID-19. All these impacted greatly no doubt on the academic achievements of students during the COVID-19 era.

Academic achievement of students during COVID-19 era can be seen as the academic outcomes that indicate the extent to which a student has achieved their learning goals especially during the period of COVID-19. Academic achievement of students was greatly affected both positively and negatively depending on the intelligent quotient (IQ) of the different student's. During the COVID-19 era, students were forced to study online using their parents' smart-phones and their senior's computer system. The students could only read when their parents and seniors devices

are free; they are affected by the unstable network experience globally. Away from network challenges, unstable power supply due to poor power retention of phone batteries and computer system also impacted negatively on the student's ability to read and retain what they read during the COVID-19 era. Also families, with large population of children have to switch turns to be able to use those devices. When a student; that is the disadvantaged students are faced with examinations, there is possibility for them to fail simple examination and also engaged in examination malpractice since the closure of the school and students are not allowed to have face-to-face examination. There are so many issues which could result due to COVID-19 emergency. To find out the impact which COVID-19 has on the academic achievement of student resulted to conducting this study.

Therefore, this study was conducted to determine the perceived impact of COVID-19 on academic achievement of students in Osioma Ngwa Local Government Area during the post COVID-19 era.

Purpose of the Study

The main purpose of this study was to determine the perceived impact of COVID-19 pandemic on the achievement of students in post COVID-19 era in Osioma Ngwa Local Government Area.

Specifically, the study was aimed at determining the:

1. Perceived impact of COVID-19 pandemic on the academic achievement of students in post COVID-19 era in Osioma Ngwa based on their class level.
2. Perceived impact of COVID-19 pandemic on academic achievement of students in post COVID-19 era in Osioma Ngwa L.G.A based on their school location.

3. Perceived impact of COVID-19 pandemic on academic achievement of students in post COVID-19 era in Osisioma Ngwa L.G.A based on their school type.

Research Questions

The following research questions guided the study:

1. What is the perceived impact of COVID-19 pandemic on academic achievement of student in post COVID-19 era in Osisioma Ngwa L.G.A based on their class level?
2. What is the perceived impact of COVID-19 pandemic on the academic achievement of student in post COVID-19 era in Osisioma Ngwa L.G.A based on their school location?
3. What is the perceived impact of COVID-19 pandemic on the academic achievement of students in post COVID-19 era in Osisioma Ngwa L.G.A based on their school type?

METHODS

The research design that would be used for this study would be a survey research design. Osisioma Ngwa is a local government area of Abia State of Nigeria. Its headquarters are located in Osisioma Town. The population of the study consist of all the fifteen secondary schools in Osisioma Ngwa Abia State Nigeria both public and private schools totaling 12,508 students in Osisioma Ngwa Local Government Area. The sample of the study consisted of 205 secondary school students that were drawn from the six secondary schools used for the study. The instrument for data collection was a questionnaire titled “Perceived Impact of COVID-19 Pandemic on Students Academic Achievement” (PIC-19PSAA). The data collected from the students were analyzed by using frequency and percentage to answer the research questions.

PRESENTATION AND ANALYSIS OF DATA

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Research Question 1: What is the perceived Impact of COVID-19 Pandemic on Academic Achievement of Students in post COVID-19 era in Osisioma Ngwa Local Government Area based on their class level?

Table 4.1.1: Frequency and percentage responses of secondary school on the Impact of COVID-19 era on their academic achievement.

S/N	QUESTIONS ITEMS	N = 90		N = 115	
		JUNIOR CLASS		SENIOR CLASS	
		YES (%)	NO (%)	YES (%)	NO (%)
1.	COVID-19 era made me more education minded.	25 (27.7%)	65 (72.2%)	91 (79.1%)	24 (20.7%)
2.	COVID-19 era made me weak toward my academics	40 (44.4%)	50 (55.5%)	59 (51.3%)	56 (48.7%)
3.	COVID helped me get use to online studies	75 (83.3%)	15 (16.7%)	70 (60.9%)	45 (39.1%)
4.	I could need on my own because of the emergence of COVID-19	55 (61.1%)	35 (38.9%)	73 (63.5%)	42 (36.5%)
5.	Learning became very difficult for me	56 (62.2%)	34 (37.8%)	58 (50.4%)	57 (49.6%)
6.	I could no longer do well in subjects that require	51 (56.7%)	39 (43.3%)	75 (65.2%)	40 (34.8%)

	calculations				
7.	COVID-19 era made me more fast in learning things	59 (65.6%)	31 (34.4%)	85 (73.9%)	30 (26.1%)
8.	COVID-19 era cause me to develop poor grades due to school closure	66 (73.3%)	24 (26.7%)	66 (57.4%)	49 (42.6%)
9.	I began to have better grades after the COVID-19 era	21 (23.3%)	69 (76.7%)	40 (34.8%)	75 (62.2%)
10.	I could use the internet to do my homework due to distance learning caused by COVID-19	35 (38.9%)	55 (61.1%)	89 (77.4%)	20 (17.4%)
11.	Learning became easier after the COVID-19	26 (28.9%)	64 (71.1%)	70 (60.9%)	45 (39.1%)

Table 4.1.revealed that the junior class student agreed that COVID-19 era made them weak (44.4%), it made them get use to online studies (83.3%). They developed poor grades due to school closure (73.3%), the senior classes with (79.1%) agreed with begin education minded; they said that they can use the internet to do their home works (77.4%) some of the senior class agreed that learning became very difficult for them (49.6%).

Research Question 2: What is the perceived Impact of COVID-19 Pandemic on the academic achievement of student in post COVID-19 era in Osisioma Ngwa local Government Area on their school location?

Table 4.1.2: Frequency and percentage response of secondary schools students on the Impact of COVID-19 era on the academic achievement.

S/N	QUESTIONS ITEMS	N = 90		N = 115	
		JUNIOR CLASS		SENIOR CLASS	
		YES (%)	NO (%)	YES (%)	NO (%)
1.	COVID-19 era made me more education minded	15 (20%)	60 (80%)	55 (42.3%)	75 57.7%)
2.	COVID-19 era made me weak towards my academics	66 (88%)	9 (12%)	86 (66.2%)	44 (33.9%)
3	COVID-19 helped me get own because of the emergence of COVID-19	15 (20%)	60 (80%)	95 (73.1%)	35 26.9%)
4	I could read on my own because of the emergencies of COVID-19	40 (53.3%)	35 (46.7%)	75 (57.7%)	55 42.3%)
5	Learning became very difficult for me	44 (58.7%)	31 (41.3%)	76 (58.5%)	54 41.5%)
6.	I could no longer do well in subjects that require	55 (73.3%)	20 (26.7%)	85 (65.4%)	45 (34.6%)

	calculations				
7.	COVID-19 made me faster in learning things.	25 (33.3%)	50 (66.7%)	80 (61.5%)	50 (38.5%)
8.	COVID-19 era cause me to develop poor grades due to school closure.	50 (66.7%)	25 (33.3%)	90 (69.2%)	40 (30.8%)
9	I began to have better grades after the COVID-19 era	9 (12%)	66 (88%)	40 (30.8%)	90 (69.2%)
10.	I could use the internet to do my homework due to distance learning caused by COVID-19	40 (53.3%)	35 (46.7%)	100 (76.9%)	30 (23.1%)

Table 4.1.2. Reveals that COVID-19 era made them academically weak (88%); they develop poor grades due to school closure (66.7%); learning became easier after the COVID-19 (66.7%); they do not do well in calculation subjects (73.3%) this was with the rural schools; while urban schools agreed that COVID-19 era made them weak towards their academics (66.2%); they could use online in studying (73.1%); they developed poor grades in calculation subjects (69.2%); and also could use the internet for their assignments (76.9%).

Research Question 3: What is the perceived impact of COVID-19 pandemic on the academic achievement of students in post COVID-19 era in OsisiomaNgwa L.G.A based on their school type?

Table 4.1.3: Frequency and percentage responses of secondary school students on the impact of COVID-19 era on their academic achievement.

S/N	QUESTIONS ITEMS	N = 90		N = 115	
		JUNIOR CLASS		SENIOR CLASS	
		YES (%)	NO (%)	YES (%)	NO (%)
1	COVID-19 era made me more education minded	65 (59.1%)	45 (40.9%)	75 (78.9%)	20 21.1%)
2	COVID-19 era made me weak towards my academics	35 (31.8%)	75 (68.2%)	25 (26.3%)	70 73.7%)
3	COVID-19 helped me got use to online studies	110 (100%)	0 (0%)	59 (62.1%)	36 37.9%)
4	I could read on my own because of the emergencies of COVID-19	110 (100%)	0 (0%)	80 (84.2%)	15 15.8%)
5	Learning became very difficult for me	65 (59.1%)	45 (40.9%)	35 (36.8%)	60 63.2%)
6	I could no longer do well in subjects that require calculations	65 (59.1%)	45 (40.9%)	50 (52.6%)	45 47.4%)
7	COVID-19 made me faster in learning things.	35 (31.8%)	75 (68.2%)	66 (69.5%)	29 30.5%)
8	COVID-19 era cause me to	85 (77.3%)	25 (22.7%)	30 (31.6%)	65 68.4%)

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	develop poor grades due to school closure.				
9	I began to have better grades after the COVID-19 era	25 (22.7%)	85 (77.3%)	80 (84.2%)	15 15.8%)
10	I could use the internet to do my homework due to distance learning caused by COVID-19	56 (50.9%)	54 (49.1%)	85 (89.5%)	10 10.5%)
11	Learning became easier after the COVID-19	33 (30%)	77 (70%)	75 (78.9%)	20 (21.1%)

Table 4.1.3 reveals that the public school students agreed that COVID-19 era helped them get use to studying online (100%); they could now read on their own (100%); COVID-19 era made them education minded (59.1%); while the private schools agreed that it made them education minded (78.9%); it made them to now read on their own (84.2%); it made them have better grades (84.2%); it made them use the internet for their homework (89.5); it also made them learn very fast (69.5%) and it also made learning easier (78.9%).

Discussion of findings

Perceived Impact of COVID-19 Pandemic on Academic Achievement of Students in post COVID-19 era in Osioma Ngwa Local Government Area.

Findings of the study showed that COVID-19 era had an effect on their education. The junior classes answered that it did not affect them being academic minded while the senior agreed it

affected them the study was in line with the study of Arunaz et al., (2021), that COVID-19 pandemic has impacted many of these learning opportunities. Junior also said that did not make them weak towards their academics also it is in line with the study of Sumitra and Roshan (2021), the COVID-19 pandemic has created the largest disruption of education systems in human history. The junior classes agreed that it made them get use to online studies, they could now read on their own, they no longer do well in calculation courses; it made them learn faster; they developed poor grades after the COVID-19; learning became difficult after the COVID-19 era. The senior classes agreed that COVID-19 era made them weak towards their academics; help them in online studies; they no longer do well in calculation subjects; they can now make use of the internet in doing their homework due to distance learning caused by COVID-19 era. It also made learning easier them. The differences experienced between the junior and the senior classes would be attributed to their age differences. The junior class students are still at a tender stage in the academics and needs a lot of guidance to do better in school but senior class students are matured and could study on their own and understand.

Also the both class levels doing well with the internet was because of the lockdown which made almost all the school transferring learning from physical teaching to online teaching and this made them improve on their usage of the internet. Both of them agreed that COVID-19 era made them not to do well in calculation subjects because some subject like mathematics could not be practically taught well using online teaching for better understanding.

Also, the students in the rural school indicated that it made them weak in their academics; it may them being able to read on their own, learning became very difficult for them; they began developing poor grades; and also indicated that positively, COVID-19 era that they became more

education minded; they began having better grades; they could learn things faster, etc. The students from the urban schools indicated COVID-19 era affected their been academic minded, made them weak towards their academics; helped them get use to the online studies; helped get use to using the internet for homework; also it made them develop poor grade and also made them learn faster. The result is expected because the students in the urban schools are more civilized than students in the rural schools. The students in the urban school could adjust faster. The students in the public schools indicated that it made them education minded; it helped them get use to online studies; though learning became very difficult after the COVID-19; it affected their performance in calculation subjects, they developed poor grades; they could use the internet for their homework; they also indicated that they could no longer learn fast; they developed bad grades; and that COVID-19 era made them weak towards their academics. The students in private school also indicated they became education minded after COVID-19 era; they got used to online studies; they could read on their own; they could not do well in calculation subjects; it also made them learn fast; they started developing good grades with COVID-19 era; they could also use the internet perfectly in doing their homework and that learning became easier after the COVID-19 era. The result was expected because the students in private school has being studying in a digitalized situation using computer and other electronic method of teaching while in the public school they rely on the materials provided by the government whom make use of analog method of teaching. The study was in line with the study of Mohammed (2020) that many universities and colleges worldwide suspended classroom teaching due to the novel corona virus pandemic and switched on online teaching.

Conclusion

Based on the findings of the study, the following conclusions were made; the secondary school student not minding their demographic characteristics was affected by the COVID-19 era. They area where they were mostly affected include; being education minded; learning became difficult for most of them; they could generally not do well in calculation courses; they developed poor grades; they weren't getting better grades after the COVID-19 era but they indicated that it helped them to get use of online studies; it made them learn fast; they could use the internet for their home works and learning becoming more easier after the COVID-19 era.

Though some of the characteristics like students from urban school, private school and senior secondary school student were not so much affected by the COVID-19 era to a large extent, this was because of some advantage they already possess which other do not possess, but the COVID-19 era had a significant effect on the academic achievement of secondary school student in the COVID-19 era.

Recommendations

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

1. Schools especially secondary schools should be upgraded to digital form of teaching to avoid the effect of such emergencies.
2. Some of the important area that was not taught perfectly due to COVID-19 era should be revisited so that the students would not have study gap especially in mathematics and other subjects requiring calculation.
3. Government and parent should support schools financially and otherwise so that students won't feel the impact of COVID-19 era while in the school environment.

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