## THE EFFECT OF CORONAVIRUS PANDEMIC ON STUDENTS ACADEMICS PERFORMANCE: IMPLICATION FOR EDUCATION ADMINISTRATORS

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#### Abstract

Education is a means of self-development through knowledge acquisition, skills, and habits channelled across generations. Education is among the sectors with the devastating effect of the coronavirus pandemic. Before the pandemic, most developing nations, including the Nigerian educational system, adopted a face-to-face approach to teaching and learning in the three levels of the educational system secondary and (primary, tertiary institutions). Primary and secondary school learners in some government-owned schools were not allowed to own any digital gadget such as a phone or computer. With the emergence of the lockdown and school closure following the coronavirus pandemic, teachers and learners were helpless about how to continue learning in the face of the pandemic. Any question of *learning loss in the short term and learning* transformations in the long run cannot be addressed in any meaningful way without examining the pandemic's short- and longer-term effects of the pandemic on the

academic performance of students. This article analyses the impact of the pandemic students' coronavirus on performance academic and the implications of the pandemic's effects on academic performance students' for educational administrators and other stakeholders in education. The study recommended, among others, the the teacher-student examination of relationship by school administrators, key factor in influencing which is a students' performance, and the employment of experts in the area of information and communication technology to introduce further programmes that will enhance the productivity of the education sector, the direction of all Schools administrators by the ministry of education to come up with strategies to cover up the teaching and learning gap created as a result of the pandemic, the provision of infrastructural facilities that will support online education in the three levels of the educational system, to prevent any eventuality of a future close down of schools as a result of pandemic and so on.

Keywords: Coronavirus Pandemic, Effect, Administrators, Academic Performance.

# Introduction

The function of education in human development has been widely established, with Fägerlind and Saha (2016) emphasising the essential value of education in national and human capital development. Education is a method of self-development that involves acquiring information, skills, and habits passed down through generations. The significance of education for the political, economic, social stability, cultural integration, and moral development of nations cannot be under-rated. The unforeseen epidemic of the coronavirus pandemic has affected almost every sector, including the educational sector around the world (Adedoyin and Soykan, 2020). Like many other countries around the globe, the government of Nigeria closed down all the educational institutions to contain the spread of the coronavirus pandemic (Orfan and Elmyar, 2020).

# • Coronaviruses / Coronavirus Pandemic.

Coronaviruses are a kind of virus that infect both human beings and animals. The novel coronavirus was initially named 2019-nCoV and is officially "severe acute respiratory

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syndrome coronavirus 2" (SARS-CoV-2). The cause was a then-new coronavirus later named SARS-CoV-2. SARS-CoV-2 may have originated in an animal and changed (mutated), so it could cause illness in humans. In the past, several infectious disease outbreaks have been traced to viruses originating in birds, pigs, bats and other animals that mutated to become dangerous to humans (Johns Hopkins Medicine, 2022). Most people infected with the virus will experience a mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illnesses. According to preliminary reports, the new virus is more infectious than the one that causes SARS, although it is less likely to produce severe symptoms.

The coronavirus pandemic, also referred to as the Covid-19 pandemic, is a global coronavirus illness 2019 pandemic caused by coronavirus 2 "severe acute respiratory syndrome" (SARS-CoV-2). In December 2019, the new virus was discovered as an epidemic in Wuhan, China. Attempts to confine the virus there failed, enabling it to spread over the world. On January 30, 2020, the World Health Organization (WHO) proclaimed a Public Health Emergency of International Concern and a Pandemic on March 11, 2020. The pandemic had produced more than 502 million illnesses and 6.19 million fatalities as of April 15, 2020, making it one of the worst in history (Wikipedia, 2020). On March 12, 2020, the World Health Organization (WHO) proclaimed Covid -19 a pandemic after it became evident that the sickness was severe and spreading rapidly across a large territory (Robinson, 2020).

When the news of the coronavirus epidemic began to spread in a Chinese city in early 2020, no one predicted the scope of the epidemic for the entire world in a very short period, from Wuhan (China) to New York (USA) through Africa, South America, Asia, and Europe. Several governmental measures were taken to counteract the risk of the disease spreading. These measures include travel restrictions, mandatory quarantine for travellers, social distancing, ban on public gatherings, school and university closure, business closures, self-isolation, asking people to work at home, curfews, and lockdown (Gostin and Wiley, 2020). Authorities worldwide declared either lockdown or curfew to break the fast spread of the virus infection (Paital, Das and Parida, 2020). These measures negatively affect business, education, health, and tourism. (Pragholapati, 2020).

Mathematical modelling has shown that transmission of an outbreak may be stepped down by closing schools, which are the major atmosphere for social gatherings. However, the effectiveness of this move depends on the contact, and social distancing principle learners maintain outside their schools. Although school closure was intended to control the spread of the virus within schools, prevent the transfer to other vulnerable individuals, and sustain public health, these closures have had widespread socio-economic impacts (Lindzon, 2020) and negative effects on the academic performance of students.

#### **Review of Related Literature.**

The coronavirus epidemic caused the most significant educational impediment in human history. The shutdown of schools impacted more than 1,576 021 858 students worldwide, accounting for 91.3 percent of all students (Fong, Qadan, McKinney, Griggs, Shah, Buyske and Altieri, 2020). Many scholars have shared their findings on the consequences of the coronavirus pandemic on learning and teaching and students' academic performance in

various ways in the short time since the outbreak began. Gonzalez, De La, Rubia, Hincz, Comas-Lopez, Subirats, Fort, and Sacha (2020) investigated the effects of coronavirus containment on students' performance at the higher educational level. They conducted an experimental field study with 458 students divided into two groups: control and experimental. Surprisingly, their findings demonstrated that coronavirus containment had a favourable influence on students' performance and assisted them in improving their learning skills. Similarly, Realyvásquez-Vargas, Maldonado-Macas, Arredondo-Soto, Baez-Lopez, Carrillo-Gutiérrez, and Hernández-Escobedo (2020) investigated if environmental variables influenced students' academic performance during the coronavirus pandemic. After their study, they discovered that environmental variables influenced students' academic performance during the coronavirus pandemic.

Elhadary, Elhaty, and Mohamed (2020) investigated the impact of coronavirus on the academic performance of Turkish scientific and social science students. According to their research, many factors influenced students' academic performance during the coronavirus pandemic crisis. Despite this, their study found that both instructors and students were happy with using virtual learning and teaching in their classrooms. Additionally, Alanazi, Frey, Niileksela, Lee, Nong, and Alharbi (2020) investigated technology satisfaction and online course performance. They discovered that in online courses, there was a weak link between student performance and technological satisfaction.

Following the coronavirus pandemic, all schools in Nigeria were closed from March 27 to October 12, 2020, according to Azeezat Adedigba and Ifiok Effang (2020). This was one of the Federal Government's steps to prevent the spread of the disease. This resulted in a contextualised state-wide school shutdown in the country's 36 states. Different state education departments responded by releasing modalities for radio and television schooling and internet-based learning for pupils in public primary and secondary schools. Even though these efforts may be beneficial, they have a far-reaching detrimental influence on the educational system, according to experience from industrialised nations (Obiako and Adeniran, 2020). As a result of the studies above on the impacts of the coronavirus pandemic on student performance, one may conclude that the coronavirus pandemic had a significant effect on student academic performance, as evidenced by the literature.

Nonetheless, the goal of this study is to examine the impact of the coronavirus epidemic on students' academic performance throughout the world through a critical analysis of secondary research work that has been done in this area, with a focus on developing countries like Nigeria, and the consequences for educational authorities.

#### The Effect of Coronavirus Pandemic on Students' Academic Achievement.

Academic success or accomplishment refers to how well a student, an instructor, or an institution has met their short or long-term educational objectives. The achievement of educational milestones like secondary school, certificates, and bachelor's degrees is referred to as academic achievement. Academic performance, in particular, relates to the assessment of students' achievement in a wide range of academic subjects. Teachers and education officials frequently utilise performance in the classroom, graduation rates, and standardised testing results to measure students' achievement. Academic attainment is essential for young people's successful social development. Students who perform well in school are more likely to translate to adulthood and achieve financial and professional success.

Given the significance of anticipating the effect of the coronavirus pandemic on students' short- and long-term academic performance, prior study on time spent out of school is helpful. Teachers and schools will benefit from understanding not only how poorer students' performance will be when they return in person but also how much more unpredictable it will be.

At the University of Nigeria, Nsukka, Nigeria, the following researchers, Eze, Uchenna, Sefotho, Maximus, Onyishi, Charity, Eseadi, and Chiedu (2021) discovered that school closures caused by the coronavirus pandemic result in low academic performance of learners in elementary and secondary schools. According to their findings, most instructors (68%) and parents (56%) thought that pupils already forgot what they had learned before the pandemic, which resulted in school closures due to prolonged stay at home. This is a result of extremely limited or non-existent knowledge of digital learning for students in primary and secondary schools, as well as students in higher education institutions in Nigeria (Oboh, Ighiwiyisi, and Oboh, 2020).

School closure as a result of the coronavirus pandemic, according to Eze, Uchenna, Sefotho, Maximus, Onyishi, Charity, Eseadi, and Chiedu (2021), had a detrimental impact on school evaluations and transition from one grade level to another. Around 70% of parents, 90% of instructors, and 71% of students agreed that school closure had a detrimental impact on evaluation and promotion. Similarly, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020), 58 out of 84 nations decided to postpone or reschedule their examinations, 23 instituted alternative testing methods such as online or homebased testing, 22 countries kept their examinations, and 11 countries cancelled them entirely. However, this is not the situation in Nigeria, where it is impossible for Nigerian institutions, particularly those run by the government, to conduct an online assessment. The interruption has impacted time and student performance in high-stakes assessments such as intermediate, school leaving, and university admission examinations. Because such tests are required for pupils to transfer between educational levels, missing or postponing them has an impact on effective school transition. In the study carried out by Carlsson, Dahl, Ockert, and Rooth (2015) at Linnaeus University; Dahl: UC San Diego, it was revealed that preparing for crucial examinations across a variable number of days influences performance. The authors discovered that a ten-day variation in schooling could considerably impact test results and knowledge application.

# Implications of the Study for Educational Administrators and Other Stakeholders in Education.

The conclusions of this study have far-reaching ramifications for educational administrators and other educational stakeholders. Now that schools have reopened, it's time to reconsider education in terms of what, where, how, and when students should study. Furthermore, information and communication technology is increasingly changing how people learn and teach at all levels. Students at all stages of school should be exposed to information technology to imbibe learning techniques such as computer-assisted learning, technologies, and blended learning (Eze, Uchenna, Sefotho, Maximus, Onyishi, Charity, Eseadi and Chiedu, 2021). Education administrators are increasingly required to change and adapt teaching and learning techniques for all learners. This will aid in overcoming access and inadequate learning in emergencies and ensuring that distance restrictions do not obstruct education and the

academic programme is not jeopardised. Therefore, all levels of education must have access to internet infrastructure, learning materials, and learning tools.

Learning can take place regardless of time, circumstances or distance if learners and teachers are adequately prepared and equipped with information and communication technology (ICT) devices. With the beginning of classes, effort should be made to close the learning gap between urban and rural schools and provide e-learning materials for improved learning. This may be accomplished by providing rural areas with instructional materials, resource workers, and internet access for low-income students. For example, governments in China and Portugal are working to give laptops to students from low-income families, as well as mobile data packages and telecommunication subsidies (Eze, Uchenna, Sefotho, Maximus, Onyishi, Charity, Eseadi and Chiedu, 2021). Educational administrators should consider the following forecasts from Jim, Megan, Beth, Angela, Erik, and Jing's study as we think about our route to recovery (2020).

- 1. Students may be behind, particularly in arithmetic. As a result, teachers from various grade levels should collaborate to select where to begin lessons.
- 2. Administrators should devise methods to test pupils early on, either formally or informally, to determine where they stand academically.
- 3. Students are more likely to arrive at school with a wide range of academic abilities than they would in normal conditions. As a result, administrators may need to think about how to diversify instruction even more or give chances for personalised learning.
- 4. In cooperation with teachers, administrators should work with students to estimate the development rate required to catch up and set ambitious but attainable learning goals for the year.

#### Conclusion

The national lockdown of educational institutions across the globe caused a major interruption in students learning; disruptions in an academic programme, suspension of terminal examination, cancellation of internal and external examination, creating a gap in the academic performance of students and probably causing manpower shortage in the institutions as a result of deaths caused by the pandemic. Missing school for a prolonged period have major effects on students' performance. The studies revealed that coronavirus pandemic lockdown affected the academic performance of most students to varying degrees. Online education helps some students, especially those in urban areas and well-to-do backgrounds, to be up and running with an opportunity for self-study.

# Recommendations

1. The Government and other educational stakeholders should provide schools with sufficient capital, learning materials, and human resources.

2. The government should provide all infrastructural facilities that will support online education in the three levels of the educational system, to prevent any eventuality of future close down of schools as a result of a pandemic.

3. The government should increase education funding in subsequent budgeting to allow for the management of all the damages caused by the coronavirus pandemic.

4. The Ministry of education should employ experts in the area of ICT to introduce further programmes that will enhance the productivity of the education sector.

5. The Ministry of education should direct all school administrators to develop strategies to cover up the teaching and learning gap created as a result of the coronavirus pandemic.

6. The government should direct all the schools to extend physical teaching, conduct online teaching and jointly solve new problems that may arise in the teaching process.

7. School administrators should ensure teachers develop strategies to cover their scheme of work for the term/semester before embarking on any internal examinations.

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