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## Comparative Analysis of Effects of COVID-19 Lockdown on Public and Private Secondary School Students' Performance in Kwara State, Nigeria

**ABSTRACT:** This study compared the effects of the COVID-19 lockdown on student performance in public and private secondary schools in Kwara State, Nigeria. This study used the descriptive research type. The population for this study included all students in public and private secondary schools in Kwara State, Nigeria. Two hundred and forty (240) students were selected using a simple random sampling technique to select six, consisting of three public and three private schools, and 40 students were drawn from each of the selected schools to form a total of 240, the sample size for this study. A researcher designed a structured questionnaire with four answers and a confidence coefficient of 0.76 for data collection on the impact of COVID-19 containment, added to a researcher-designed pro forma used to determine the academic performance of history students before and after the COVID-19 pandemic (containment). The data collected were analyzed using descriptive mean and percentage statistics to answer the research questions, while independent t-tests and ANCOVA (Analysis of Covariance) inferential statistics were used to test the postulated hypotheses at an alpha level of 0.05 to test. The results showed that the academic performance of history students in public schools was more impacted by the COVID-19 lockdown than their peers in private schools. One of the recommendations, therefore, was that teachers, particularly in public schools should incorporate virtual learning strategies to stimulate students' interest in studying history. This could help students engage more in academic activities and improve their history performance during the post-COVID-19 era as well as during future pandemics.

**KEY WORDS:** COVID-19 Pandemic; Academic Performance; Public and Private Schools.

### INTRODUCTION

The outbreak of a deadly pandemic known as the COVID-19 (Corona Virus Disease of 2019), which began in Wuhan, a major Chinese trade center in the Hubei region, ushered in 2020. The virus quickly spread

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from China, located on mainland Asia, to other continents around the world, including Europe, North and South America, and Africa, leaving a tragic legacy of reported cases of increasing numbers of infected and dead.

The COVID-19 epidemic has created a global emergency that is not only causing fear and confusion among governments and the general public, but also paralyzing the entire world. As the United States of America, Europe, and Asia struggle to fully understand the strange nature of the coronavirus, its impact and potential solutions; Africa in general and Nigeria in particular are being hit as this adds to the list of challenges we are already addressing have faced in the areas of lack of patriotism, degenerate education system, armed conflicts, terrorism, widespread hunger, poverty, etc.

The coronavirus is a conglomerate of viruses that cause diseases ranging from the common cold to more serious illnesses, such as SARS (Severe Acute Respiratory Syndrome) and MERS (Middle East Respiratory Syndrome). The new coronavirus, discovered by Chinese officials on January 7, 2020; and since named SARSCoV2, is a new strain that has never been seen in humans before (WHO, 2020b; Aji, 2021).

Little is known about it, although human-to-human transmission has been confirmed Cough, shortness of breath and breathing difficulties, according to the WHO (World Health Organization) in 2020. It can lead to pneumonia, multiple organ failure, and even death in the most severe cases. The incubation period, i.e. the time between infection and the onset of symptoms, is currently estimated at one to fourteen days. Most infected people show symptoms within five to six days. However, infected patients can also be asymptomatic, meaning they show no symptoms despite having the virus in their system (Donthu & Gustafsson, 2020; WHO, 2020).

Various government measures have been taken to reduce the risk of disease spread. These measures include travel restrictions, mandatory quarantines for travelers, social or physical distancing, bans on public gatherings, school and university closures, business closures, self-isolation, asking people to work from home, lockdowns and lockdowns (Ataguba, 2020).

Authorities in different countries around the world have declared a full or partial lockdown as a measure to curb the rapid spread of the virus infection. These measures have a negative impact on the economy, education, health, and tourism worldwide (Dunford *et al.*, 2020; Onyeaka *et al.*, 2021). The COVID-19 pandemic has affected all levels of the education system (Ngwacho, 2020). Educational institutions around the world (in 192 countries) have temporarily closed or implemented

localized closures, affecting approximately 1.7 billion students worldwide (Domenici, 2020).

Institutional closures have far-reaching social and economic impacts, not just affecting students, faculty and their families. Several economic and social concerns have emerged in response to the coronavirus, including digital learning, learning debt, homelessness and food poverty, and access to childcare, healthcare, internet, housing and disability. For impoverished children and their families, the impact was more severe, resulting in disrupted school attendance, nutritional problems, childcare problems and financial costs for families unable to work. In response to institutional closures, UNESCO (United Nations Educational, Scientific and Cultural Organization) and other governments have advocated the use of distance learning programs and open educational platforms and software that institutions and educators can use to reach students remotely and keep education on track. This project has already encountered a number of difficulties (UNESCO, 2020a).

To reduce the number of people, who have come into contact with the virus, several universities around the world have postponed or canceled all campus activities. These policies, on the other hand, have greater economic, medical and social consequences for undergraduate and graduate communities (Grammes, 2020). This type of learning offers an alternative way of minimizing contact between the students themselves or between students and teachers (Pragholapati, 2020).

However, many students do not have access to online teaching, due to a lack of funds or tools due to the economic and digital divide (UNESCO 2020b). Many public and private high schools were closed around March 2020, in accordance with the federal government's instructions to close all educational institutions to stop the spread of the COVID-19 virus.

Nigeria, the world's most populous black nation, is gradually awakening to a new social, economic, and political reality as a result of this crisis. Nigeria reported its first case on February 28, 2020 and the number of cases has continued to rise by the thousands, with hundreds of deaths reported. With many Nigerians (unemployed, underemployed, and elderly) living in typical high-density housing with little or no access to good food, clean water, clothing and the like, and little or no savings to help with the closure, that's clear People are at a higher risk of contracting the coronavirus and spreading it like wildfire.

The COVID-19 epidemic has sparked debate about how far Nigeria has progressed in terms of development, particularly in relation to patriotic and good governance, science and technology, religion and other aspects (Ewalt & Jennings, 2014; Udeagha & Nwamah, 2023). In

addition, it has uncovered significant anomalies in public health, safety, and education. According to the [UNESCO \(2020b\)](#), an estimated 1,725 million students were affected by school closures, representing 99.9% of the global student population as of April 2020. Young people who do not actively participate in school closures face a variety of social vices. Out-of-school children and youth are more vulnerable to social vices, such as drunkenness, drug abuse, and other illegal behaviors. The school closure also has other impacts, such as early marriage and child labor.

Many nations, including Nigeria, have adopted online teaching and learning, using radio, television, and internet technologies to increase access to education to positively engage students and ensure they are not left behind in their lane. To create another window for learning, UNESCO has launched the Learning Never Stops platform as part of its COVID-19 Education Response, which aims to provide inclusive learning opportunities for children and young people during this time of abrupt system disruption ([UNESCO, 2020a](#)).

For continuing education and personalized learning for students at home, the Nigerian Ministry of Education has published e-learning materials and educational chat rooms for all 36 states in the country and the Federal Capital Territory on its website ([Mayah, 2020](#)). As admirable as these programs may seem, they pale in comparison to classroom instruction and are valuable to the poorest children who depend on schools not only for education but also for food, health care, and security ([Wang et al., 2020](#)).

Due to the detection of the COVID-19 variant, many countries have declared a lockdown, leaving schools with no choice but to resort to distance learning. Therefore, in order to salvage what was left of the academics, most students and teachers were forced to use technologies and teaching materials with which they were unfamiliar. Schools wasted time trying to implement the necessary planning to put both learning activities and assessment systems online. This resulted in a barrier to successful education ([UNESCO, 2020b](#)).

Therefore, one of the impacted outcomes of COVID-19 may be the academic performance of students when they experience their first attempt at online teaching. To address the significant impact of educational emergencies, the present study aimed to investigate the occurrence and impact of COVID-19 on the academic performance of history students in Kwara State, Nigeria.

*Statement of the Problem.* It is a depressing scenario; the numbers are alarming and the implications are grim. The numbers are staggering and the humiliating impact is enormous. Never before have there been so

many young people and adolescents who were not going to school at the same time. The effects are more obvious. Even before school closures, the world was facing a global learning crisis, with many children failing to acquire vital skills even when the school system was in full swing (WB, 2020).

School closures have now further complicated the situation, leaving a major impact on students, teachers, families, and serious economic and social consequences. Various scholars have engaged and conducted research in the field of study. The studies conducted include the emergence of the COVID-19 (Corona Virus Disease of 2019) pandemic, its origin, mutation and the extent to which it has deeply penetrated all areas of human life. In addition, literature has been written on the factors influencing high school students' academic performance and ultimately the impact of the deadly novel coronavirus on student academic performance (cf Liu & Shih, 2020; Payne, Alfa-Wali & Adisa, 2022; Udeagha & Nwamah, 2023).

Through careful evaluation of the study previously conducted, work and research has been carried out on the serious impact of COVID-19 on the academic performance of students in various subjects, and it has been pointed out that the pandemic has had far-reaching consequences that have further pushed the education sector on to oscillating Wise, but no previous research has been conducted on the impact of the COVID-19 pandemic on the academic performance of high school history students. Therefore, this research paper attempts to critically examine the impact that the tremendous challenges of COVID-19 have had on the academic performance of high school history students at both public and private schools in Ilorin Metropolis, Kwara State, Nigeria.

*Purpose of the Study and Research Questions.* The purpose of this study was to compare effects of COVID-19 (Corona Virus Disease of 2019) lockdown on public and private secondary school students' performance in Kwara State, Nigeria.

The following research questions were raised for this study: (1) What are the sociological effects of COVID-19 pandemic on secondary school students offering History in public and private schools in Kwara State?; (2) What are the psychological effects of COVID-19 pandemic on secondary school students offering History in public and private schools in Kwara State?; (3) What are the sociological effects of COVID-19 pandemic on academic performance of secondary school students in History in public and private schools in Kwara State?; and (4) What is the profile of students' academic performance secondary school students in History in public and private schools in Kwara state?

*Research Hypotheses.* The following research hypothesis were postulated for this study:

**Ho<sub>1</sub>:** There is no significant difference in the sociological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

**Ho<sub>2</sub>:** There is no significant difference in the sociological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

**Ho<sub>3</sub>:** There is no significant difference in the psychological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

**Ho<sub>4</sub>:** There is no significant effect of COVID-19 pandemic on the academic performance of secondary school students in History in public and private schools in Kwara State.

## METHOD

This study made use of descriptive research type (Creswell & Creswell, 2018; Furidha, 2023). The population for this study comprised all public and private secondary school students in Kwara State, Nigeria. Two hundred and forty (240) students were sampled using a simple random sampling technique to select six which consisted of three public and three private schools; and from each of the selected schools, 40 students were drawn from each of the selected schools to make a total number of 240 to constitute the sample size for this study.

A researcher designed questionnaire structured in a four-response-type with the reliability coefficient of 0.76 was used for data collection on the effects of COVID-19 (Corona Virus Disease of 2019) lockdown coupled with a pro forma designed by the researcher which was used to obtain the academic performance of students in History before and after the COVID-19 pandemic (lockdown). The data collected were analysed using the descriptive statistics of mean and percentage to answer the research questions while the inferential statistics of independent t-test and ANCOVA (Analysis of Covariance) were used to test the postulated hypotheses at 0.05 alpha level.

## DATA ANALYSIS AND RESULTS

Out of 240 (100%) students sampled for this study, 108 (45%) of them were males and 132 (55%) were females. Also, 136 (57%) of the participants were below 15 years of age, 73 (10%) were within the age range of 15 – 18years, and 30 (13%) of them were 19 years of age and above. In addition, 120 (50%) of the students were from the public schools and 120 (50%) were from the private schools.

**Answering of Research Questions.** Descriptive statistics of mean and standard deviation was used to answer question 1 to 3, while percentage was used to answer research question 4. In answering research question 1 to 4, participants' responses on sociological effects of COVID-19 (Corona Virus Disease of 2019) pandemic were subjected to item-by-item analysis for the public and private schools using mean statistics. The mean scores obtained for all the items were subjected to further analysis to obtain the grand-mean for the public and private schools. Given that items were structured in a four-response-type, items found with the grand mean scores ranging from 3.50 – 4.00; 2.50 – 3.49; 1.50 – 2.49; and 1.00 – 1.49 (cut-off scores) were remarked as “very high”; “high”; “low”; and “very low” respectively. The summary statistics is presented in table 1.

**Question One:** What are the sociological effects of COVID-19 pandemic on secondary school students offering History in public and private schools in Kwara State?

As revealed in table 1, the sociological effect of COVID-19 (Corona Virus Disease of 2019) pandemic on secondary school students offering History in public was very high, when compared with students from private schools Kwara State with low sociological effect of COVID-19 pandemic. This implies that as a result of the COVID-19 pandemic when school was totally lockdown, students from the public schools were not be able to get support for learning; could not have free access to educational resources in History and History curriculum; faced constraint of poor internet and electricity learning History; found learning History not convenient unlike students from private schools in Kwara State.

**Question Two:** What are the psychological effects of COVID-19 pandemic on secondary school students offering History in public and private schools in Kwara State?

As shown in table 2, the psychological effects of COVID-19 (Corona Virus Disease of 2019) pandemic on secondary school students offering History in public was high while that of students from the private schools was low in Kwara State. This signifies that adherence to social and physical distancing caused emotional divide amidst students from the public schools; COVID-19 lockdown period exposed student from the public schools to other activities that made them lose interest studying History; daily incidence of COVID-19 death case triggered fear in students from the public schools and affected their learning performance such as personal studying in History as well as restriction to meet study peers affected their academic performance in History unlike students from the private schools.

**Table 1:**  
Sociological Effects of COVID-19 Pandemic on Secondary School Students Offering History in Public and Private Schools in Kwara State

S/N	Sociological Effects of COVID-19	Public		Private	
		Mean	S.D.	Mean	S.D.
1.	Teacher/instructor does not regularly communicate information to support me at home.	3.24	2.23	2.36	1.64
2.	I did not have free access to educational resources in History.	3.61	1.43	2.12	1.84
3.	I faced constraint of poor internet and electricity learning History.	3.49	1.32	1.38	1.36
4.	My school was totally closed during the lockdown.	3.89	1.49	2.19	1.37
5.	History curriculum was not accessible to me for learning.	3.71	1.34	2.27	1.74
6.	It was not convenient for me to learn from home.	3.39	1.51	2.37	2.11
7.	There was unavailability of digital tools for me to learn History from home.	3.58	1.72	1.63	1.39
8.	I had ineffective use of e-learning during the lockdown.	3.74	1.29	1.49	1.27
<b>Grand Mean Remark</b>		<b>3.58 Very High</b>		<b>1.97 Low</b>	

**Table 2:**  
Psychological Effects of COVID-19 Pandemic on Secondary School Students Offering History in Public and Private Schools in Kwara State

S/N	Psychological Effects of COVID-19	Public		Private	
		Mean	S.D.	Mean	S.D.
1.	The incidence of child abuse such as rape and child hawking led to my poor academic performance in History.	3.14	1.22	2.44	1.29
2.	Adherence to social and physical distancing caused emotional divide amidst my colleagues and it affected group study in History.	2.89	2.13	2.31	1.31
3.	The COVID-19 lockdown period exposed me to other activities that made me lose interest studying History.	3.27	1.47	2.19	2.19
4.	Learning History at home was uninteresting to me.	2.97	1.67	2.22	2.13
5.	Daily incidence of COVID-19 death case triggered fear in me and affected my learning performance such as personal studying in History.	3.21	1.49	2.41	1.89
6.	Restriction to meet study peers affected my academic performance in History.	2.68	2.19	2.61	1.72
<b>Grand mean Remark</b>		<b>3.02 High</b>		<b>2.36 Low</b>	

**Question Three:** What are the socio-economic effects of COVID-19 pandemic on academic performance of secondary school students in History in public and private schools in Kwara State?

As indicated in table 3, the socio-economic effects of COVID-19 (Corona Virus Disease of 2019) pandemic on academic performance of secondary school students in History in public schools was high when compared with that of students from the private schools in Kwara State which tend to be low. Thus, unlike students from the private schools, students from the public schools could not afford History materials such as textbooks due to economic downturn caused by the COVID-19 pandemic; more of students who were infected with the Coronavirus were stigmatised which ultimately affected their History academic performance in public schools; students from the public schools found it difficult to pick up academic activeness in History after the lockdown had been eased while many of them could not continue learning conveniently due to family financial hardship in Kwara State.

**Question Four:** What is the profile of students' academic performance secondary school students in History in public and private schools in Kwara state before and after COVID-19 pandemic.

As revealed in table 4, the students' academic performance in History from both public and private schools before COVID-19 (Corona Virus Disease of 2019) lockdown were higher than their performance after the COVID-19 lockdown. However, after the COVID-19 lockdown, students' academic performance in History was fair in private schools while that of public schools was low in Kwara State.

**Hypotheses Testing.** Hypotheses 1 to 3 were tested using independent t-test while hypotheses 4 to 6 were tested with the use of ANCOVA (Analysis of Covariance) at 0.05 alpha level.

**Ho<sub>1</sub>:** There is no significant difference in the sociological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

Table 5 shows that the t-value 4.652 is obtained with a p-value of 0.002 when computed at 0.05 alpha level. Since the p-value of 0.002 is less than 0.05 level of significance, the null hypothesis one is rejected. Therefore, there was a statistically significant difference in the sociological effects of COVID-19 (Corona Virus Disease of 2019) pandemic between secondary school students offering History in public and private schools in Kwara State ( $t_{\{238\}} = 4.652, p < 0.05$ ). It could be observed that students from the public schools (with higher mean score 19.58) had more sociological effect of COVID-19 pandemic than their counterparts from the private schools (having lesser mean score of 12.97).

**Table 3:**  
Socio-Economic Effects of COVID-19 Pandemic on Secondary School Students Offering History in Public and Private Schools in Kwara State

S/N	Socio-Economic Effects of COVID-19	Public		Private	
		Mean	S.D.	Mean	S.D.
1.	I could not afford History materials such as textbooks due to economic downturn caused by the COVID-19 pandemic.	3.64	2.11	2.47	1.91
2.	Students who were infected with the Coronavirus were stigmatised which ultimately affected academic performance in History.	2.64	1.79	2.01	1.49
3.	It was difficult for me to pick up my academic activeness in History after the lockdown had been eased.	3.89	2.19	1.98	1.41
4.	I could not continue learning conveniently due to family financial hardship.	3.17	2.27	2.27	1.23
<b>Grand mean</b>		<b>3.34</b>		<b>2.18</b>	
<b>Remark</b>		<b>High</b>		<b>Low</b>	

**Table 4:**  
Descriptive Statistics of Students' Academic Performance of Secondary School Students in History in Public and Private Schools in Kwara State Before and After COVID-19 Lockdown

School Type	COVID-19 Lockdown	Mean	S.D.	Min	Max	Remark
Public Schools	Before	68.48	4.41	48.00	72.00	High
	After	43.90	6.99	24.00	66.00	Low
Private Schools	Before	78.09	3.79	50.00	82.00	High
	After	56.73	4.56	46.00	68.00	Fair

**Table 5:**  
t-Test Statistics Showing the Difference in the Sociological Effects of COVID-19 Pandemic between Secondary School Students Offering History in Public and Private Schools in Kwara State

School Type	No	Mean	S.D.	df	t-value	Sig	Remark
<b>Public</b>	120	19.58	4.92	238	4.652	0.002	Rejected
<b>Private</b>	120	12.97	3.41				

\*significance at  $p < 0.05$

**Ho<sub>2</sub>:** There is no significant difference in the psychological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

**Table 6:**  
t-Test Statistics Showing the Difference in the Psychological Effects of COVID-19  
Pandemic between Secondary School Students Offering History in Public and Private  
Schools in Kwara State

School Type	No	Mean	S.D.	df	t-value	Sig	Remark
Public	120	17.32	2.37	238	5.128	0.002	Rejected
Private	120	9.39	3.27				

\*significance at  $p < 0.05$

**Table 7:**  
t-Test Statistics Showing the Difference in the Socio-Economic Effect of COVID-19  
Pandemic between Secondary School Students Offering History in Public and Private  
Schools in Kwara State

School Type	No	Mean	S.D.	df	t-value	Sig	Remark
Public	120	13.38	2.48	238	3.741	0.007	Rejected
Private	120	8.37	1.39				

\*significance at  $p < 0.05$

Table 6 shows that the t-value 5.128 is obtained with a p-value of 0.002 when computed at 0.05 alpha level. Since the p-value of 0.002 is less than 0.05 level of significance, the null hypothesis two is rejected. Therefore, there was a statistically significant difference in the psychological effects of COVID-19 (Corona Virus Disease of 2019) pandemic between secondary school students offering History in public and private schools in Kwara State ( $t_{\{238\}} = 5.128, p < 0.05$ ). It could be observed that students from the public schools (with higher mean score 17.32) had more psychological effect of COVID-19 pandemic than their counterparts from the private schools (having lesser mean score of 9.39).

**Ho<sub>3</sub>:** There is no significant difference in the socio-economic effect of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State.

Table 7 shows that the t-value 3.741 is obtained with a p-value of 0.007 when computed at 0.05 alpha level. Since the p-value of 0.007 is less than 0.05 level of significance, the null hypothesis three is rejected. Therefore, there was a statistically significant difference in the socio-economic effect of COVID-19 (Corona Virus Disease of 2019) pandemic between secondary school students offering History in public and private schools in Kwara State ( $t_{\{238\}} = 3.741, p < 0.05$ ). It could be observed that students from the public schools (with higher mean score 13.38) had more psychological effect of COVID-19

**Table 8a:**  
ANCOVA Summary of the Effect of COVID-19 Pandemic on the Academic Performance of Secondary School Students in History in Public and Private Schools in Kwara State

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1252.382 <sup>a</sup>	4	313.095	112.119	.000
Intercept	283.035	1	283.035	101.354	.000
Performance Before COVID-19	779.797	1	779.797	279.243	.000
Effect of Covid-19	7.682	2	3.841	1.375	.242
Sch. Type	3.176	1	3.176	1.137	.287
Sociological	11.389	1	11.389	4.007	.024
Effect*Sch. Type					
Error	600.396	215	2.793		
Total	49187.000	220			
Corrected Total	1852.777	219			

a. R Squared = .676 (Adjusted R Squared = .670)

**Table 8b:**  
Pairwise Comparisons Analysis Showing the Effect of COVID-19 Pandemic on the Academic Performance of Secondary School Students in History in Public and Private Schools

Treatment	Mean	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	95% Confidence Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Public Schools (I)	43.90 <sup>a</sup>	-12.83*	.357	.024	2.331	3.742
Private Schools (J)	56.73 <sup>a</sup>	12.83*	.357	.024	-3.742	-2.331
<b>Grand Mean = 50.315</b>						

\* The mean difference is significant at 0.05 level  
b. Adjustment for Multiple Comparisons: Bonferroni

pandemic than their counterparts from the private schools (having lesser mean score of 8.37).

**Ho<sub>4</sub>:** There is no significant effect of COVID-19 pandemic on the academic performance of secondary school students in History in public and private schools in Kwara State.

The result in table 8a reveals that the F-value of 4.007 obtained with a p-value of 0.024 when computed at 0.05 alpha level. Since p-value (0.02) is less than alpha level (0.05), the null hypothesis four is rejected and thus, there is a statistically significant effect of COVID-19 (Corona Virus Disease of 2019) pandemic on the academic performance of secondary school students in History in public and private schools in Kwara State ( $F_{(1, 215)} = 4.007, p < 0.05$ ).

The Multiple Comparison Analysis is depicted in table 8b to show where the difference lies (i.e. the effect of the effect of COVID-19 pandemic on the academic performance of secondary school students in History in public and private schools).

As shown in table 8b, students' academic performance in History was higher in private schools after COVID-19 (Corona Virus Disease of 2019) lockdown than that of those in public schools after the COVID-19 lockdown. Thus, students' academic performance in History from the public schools were more affected due to COVID-19 lockdown than their counterpart from the private schools with the mean score difference of 12.83.

## **DISCUSSION OF THE FINDINGS**

Findings from this study revealed that the sociological effect of COVID-19 (Corona Virus Disease of 2019) pandemic on secondary school students offering History in public schools was very high when compared with students from private schools in Kwara State with low sociological effect of COVID-19 pandemic. This means that public school students were unable to receive study support after the COVID-19 pandemic when schools were completely closed; do not have free access to educational resources in history and the history curriculum; confronts the limitation of bad learning of the Internet and electricity history; found that learning history was not convenient in Kwara State, unlike private students.

These results confirm [T. Grammes \(2020\)](#), who found in his various studies that students were concerned about their health and lack of social connection, leading to a lonely existence. Along the same lines, [T. Gutiérrez & G. Hernández-Escobedo \(2020\)](#) identified a number of challenges faced by students, including lack of face-to-face interactions, lack of socialization, distraction from social networks, and problems related to technology. Thus, the UNESCO (United Nations Educational, Scientific and Cultural Organization) report, in 2020, showed that the shift to a virtual teaching-learning method reduced the routines of social contact and socialization which are an important part of the students' daily experience ([UNESCO, 2020b](#)).

Also, findings of this study showed that the psychological effects of COVID-19 pandemic on secondary school students offering History in public was high while that of students from the private schools was low in Kwara State. This signifies that adherence to social and physical distancing caused emotional division among public school students; the period of confinement due to COVID-19 exposed public school students to other activities that caused them to lose interest in studying history.

The daily occurrence of COVID-19 deaths caused anxiety among students in public schools and affected their learning performance, such as this finding confirms [E.F. Obomanu & J. Ogbe \(2020\)](#), who interviewed 195 students at a major public university in the United States of America about the impact of the pandemic on students' mental health and well-being and found that most participants reported feeling more stressed and to feel more anxious. They worry about their health and the health of their relatives, have trouble concentrating, sleep irregularly, have fewer social contacts due to social alienation and worry about their academic performance (*cf* [Obomanu & Ogbe, 2020](#); [Li, 2022](#); [Mejia et al., 2022](#)).

In addition, findings from this study indicated that the socio-economic effects of COVID-19 pandemic on academic performance of secondary school students in History in public was high when compared with that of students from the private schools in Kwara State, which tend to be low. Thus, unlike private students, public students could not afford history materials such as textbooks due to the economic downturn caused by the COVID-19 pandemic. More students infected with the coronavirus were stigmatized, ultimately impacting their academic performance in history in public schools; public school students have found it difficult to resume academic pursuits in history after the lockdown eased, while many of them have been unable to continue studying comfortably due to family financial difficulties in Kwara State.

Learning at home during the COVID-19 pandemic lockdown requires devices such as laptops and is essential for successful online learning. Therefore, numerous studies show that students rely more on their mobile phones during online classes, which may or may not be compatible with different online platforms and applications. For example, [A. Praghlapati \(2020\)](#) and [A. Praghlapati & I. Haryati \(2023\)](#) found that smartphones were the most used devices by students in 86 countries. Medical students in the Philippines and Pakistan also faced equipment shortages or limited access due to equipment sharing. Additionally, many students are struggling to access online education due to the lack of basic digital skills during the epidemic.

Furthermore, findings revealed that the students' academic performance in History from both public and private schools before COVID-19 lockdown were higher than their performance after the COVID-19 lockdown. However, after the COVID-19 lockdown, the academic performance of history students in private schools has been average, while that in public schools in Kwara State has been low. According to several authors, COVID-19 has caused academic problems for students around the world. This result confirms the results of [W. Ali](#)

(2020), who showed that switching to online learning impacted students' academic performance and caused severe brain fatigue, due to the increased exertion (cf Ali, 2020; Pragholaapati, 2020).

More so, results obtained from this study revealed that there was a statistically significant difference in the sociological effects of COVID-19 pandemic between secondary school students offering History in public and private schools in Kwara State. It has been observed that students in public schools experienced more sociological impacts from the COVID-19 pandemic than their peers in private schools. In addition, the results showed that there was a statistically significant difference in the psychological impact of the COVID-19 pandemic between students offering history in public and private schools in Kwara State. Public school students were found to experience more of the psychological impact of the COVID-19 pandemic than their private school peers.

Similarly, it was found that there was a statistically significant difference in the socio-economic impact of the COVID-19 pandemic among high school students, who offered history publicly and private schools in Kwara State as students in public schools experienced a greater psychological impact of the COVID-19 pandemic than their peers in private schools. These results are consistent with W. Ali (2020) and E.P. Aimua & J. Paul (2021), who presented their study in that many private students have lost interest in taking online classes, due to psychosocial and economic factors that set in during the COVID-19 pandemic-lockdown.

Finally, the results of this study showed that there is a statistically significant effect of the COVID-19 pandemic on the academic performance of high school history students in public and private schools in Kwara State. Therefore, the academic performance of students in Public School History was more affected by the COVID-19 restriction than that of private schools.

## CONCLUSION

Based on the findings of this study, it could be concluded that Students offering history courses in public schools are experiencing more sociological, psychological, and socio-economic pressures than students attending private schools during the lockdown caused by the COVID-19 (Corona Virus Disease of 2019) pandemic.

As a result, the academic performance of history students in public schools, as opposed to students in private schools, is adversely affected. This could be attributed to the online courses and various virtual academic programs organized by most private schools for their students, which helped many of the private students manage and sustain their

academic endeavors that the private students did not have access to during the COVID-19 lockdown in Kwara State, Nigeria.

**Recommendations.** With respect to the findings of this study, the following recommendations are proffered:

Teachers, particularly in public schools, should incorporate virtual learning strategies to pique students' interest in studying History. This could assist students get more interested in academic activities and improve their performance in History during the Post-COVID-19 era, as well as during future pandemics. Teachers should consider the following approaches to improve students' academic lives in the case of a similar pandemic:

Parental role is vital to students total wellbeing and academic success. Therefore, in order to cushion the effects of COVID-19 pandemic and ensure the academic wellness of students in learning History in the face of similar pandemic, parents should support their children and specific learning needs that will help smoothen learning process and give them the confidence and privilege to overcome threats and challenges.

Parents should do the following: (1) Establish a schedule and promote good homework habits; (2) Assist in the creation of an environment and space in their home that is conducive to online learning; (3) Encourage kids to develop long-term goals, make plans, and manage their time, effort, and emotions; and (4) Avoid any kind of abuse that could cause academic, social, or psychological problems.

Students are also important players in deciding their academic achievement. So, in a bid to enhance their academic performance History, students should: (1) Establish a rapport with their teachers. They have the ability to seek assistance and provide useful feedback to the instructor; (2) Check in with your classmates and spend time in a discussion board sharing information. Because working alone can lead to social isolation, students might consider forming online study groups; (3) Avoid distractions since they can cause a lack of interest in learning and, as a result, a poor learning outcome. They can improve their attention by sticking to a schedule that includes well-timed breaks.

School management, particularly in public schools, should encourage teachers and students to adopt virtual learning and offer adequate technology and facilities for the learning process in History. The school administration should encourage students, inform them of the need of being well-versed in virtual learning, establish a flexible timetable, and incorporate engaging activities that will pique students' interest in learning.

Government should further support learning and improve the availability and use of virtual learning in History especially in public

schools by: (1) Making important decisions and policies that will improve the use of technology in education, provide equal learning opportunities for all students, and make it accessible to students; (2) Increasing education funding to ensure that sufficient resources are available for both physical and virtual teaching and learning; (3) Ensuring qualified teachers, educational managers, and administrators are recruited, trained, and retrained on a regular basis. This will assist in maintaining academic activity, which will contribute to national growth and development; and (4) Educating and empowering parents so they may be more accountable for their children's financial, psychological, social, and emotional needs.

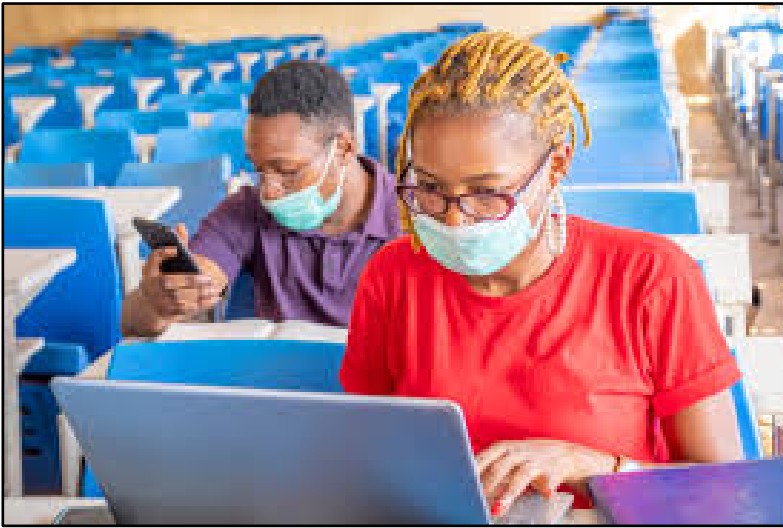
The NGOs (Non-Governmental Organizations) should also assist in energizing students' vigour throughout similar pandemics.

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### **Impact of COVID-19 on the Academic Performance in Nigeria**

To address the significant impact of educational emergencies, the present study aimed to investigate the occurrence and impact of COVID-19 on the academic performance of history students in Kwara State, Nigeria.