تأثير جائحة Covid-19 على موقف طلاب المدارس الثانوية بولاية أوسون تجاه اللغة الإنجليزية

Impact of Covid-19 Pandemic on the attitude of osun state high school students to english language

ABANIKANNDA Mutahir Oluwafemi (Ph.D.)
Department of Science, Technology and Mathematics Education,
Osun State University, Osogbo, Osun State, Nigeria.

ABANIKANNDA Mutahir Oluwafemi
(دكتوراه)
قســم تعلـــيم العلـــوم والتكنولوجيــا والرياضـيات ، جامعـة ولايـة أوسـون ، أوسوغبو ، ولاية أوسون ، نيجيريا.

OYEBANJI, Smith Dapo
Department of Arts and Social Science Education,
Osun State University, Osogbo, Osun State, Nigeria.

OYEBANJI، سميث دابو
قسم الآداب وتعليم العلوم الاجتماعيـة ، جامعة ولايـة أوسون ، أوسوغبو ، ولايـة أوسون ، نيجيريا.

moabanix@gmail.com

الملخص

فحصت هذه الدراسـة تـأثير جائحـة كوفيـد –١٩ على موقف طـلاب المدارس الثانويـة بولايـة أوسون تجاه اللغة الإنجليزية. تكونت عينة الدراسة من ثلاثمائة وخمسين طالبًا من المدارس الثانويـة تـم اختيـارهم عشـوائيًا مـن بـين عشـر مدارس في منطقة أوسوغبو الحكوميـة المحليـة بولاية أوسون. تم تصميم استبيان مطور ذاتيًا والتحقق من صحته من خلال اختبار تجريبي وإدارته على العينة لجمع البيانات. قام الباحثون شخصيًا بزيـارة المدارس في منطقة أوسوغبو الحكوميـة المحليـة بولاية أوسون ، وبالتالي تم جمع بيانات بنسبة ١٠٠٪. تم جدولة البيانات التي تم جمعها وتحليلها باستخدام تحليل المتوسط والانحراف المعياري واختبار t. قام الباحثون شخصيًا بزيـارة المدارس في منطقـة أوسوغبو الحكوميـة المحليـة بولايـة أوسون ، وبالتالي تم جمـع بيانـات بنسبة ١٠٠٪. تم جدولـة البيانـات التي تم جمعها وتحليلها باستخدام تحليل المتوسط والانحراف المعياري واختبـار t. كشفت نتائج الدراسـة أن هنـاك موقفًا سلبيًا لطلاب المدارس الثانويـة تجاه تـأثير وبـاء كوفيـد –١٩ على التعلم ، ولا يوجد فرق كبير في موقف

طـلاب المـدارس الثانويـة من اللغـة الإنجليزيـة نتيجـة فيروس كوفيد –١٩ على التعلم. أساس الجـنس ولا يوجـد فـرق كبيـر فـي تصـور طـلاب المـدارس الثانويـة للغـة الإنجليزيـة نتيجـة Covid-19. بناءً على نتائج هذه الدراسة ، تم تعداد الاستنتاجات والتوصيات الرئيسية.

تمت التوصية من بين أمور أخرى بما يلي: يجب على الحكومـة أن ترى الحاجـة إلى بناء مدارس جيدة وتجهيزها بالمرافق الرقمية الحديثة التي يمكن أن تساعد في التعليم عبر الإنترنت من خـلال توفير الأجهزة الرقمية وكذلك اتصـالات الإنترنت. كمـا تمت التوصية بضرورة أن تضمن الحكومة إدراج التدريس عبر الإنترنت مثل منصـات التعلم الرقمية المتكاملة ، ودروس الفيديو ، والبث عبر الراديو والتلفزيون ومـا شـابه ذلك لتكملـة التدريس العـادي فـي الفصـول الدراسية حتى في حالة عدم وجود أوبئة أو كارثة.

ABSTRACT

This study examined the impact of covid-19 pandemic on the attitude of Osun state high school students to english language. The sample of the study consisted of three hundred and fifty students from high schools randomly selected among ten schools in Osogbo Local Government Area of Osun State. Self-developed questionnaire has been designed and validated through pilot testing and administered to the sample for the collection of data. The researchers personally visited schools in Osogbo Local Government Area of Osun State, thus 100% data were collected. The collected data were tabulated and analyzed using mean, standard deviation and t-test analysis. The findings of the study revealed that there is negative attitude of high school students towards the impact of covid-19 pandemic on learning, there is no significant difference in the attitude of high school students to English language as a result of Covid-19 on the basis of gender; and there is no significant difference in the perception of high school students to English language as a result of Covid-19. Based on the findings of this study, major conclusions and recommendations were enumerated. It was recommended among others that: government should see the need to build good schools and equip them with modern digital facilities that can aid online education by providing digital devices as well as internet connections. It was also recommended that government should ensure inclusion of online teaching such as integrated digital learning platforms, videos lessons, broadcasting through radio and TV and the likes to supplement the normal classroom teaching even when there is no pandemics or disaster.

Introduction

The outbreak of coronavirus disease 2019 (COVID-19), which started in China in December 2019, is a catastrophic calamity that has spread across the entire world at the speed of light. Public health measures have been implemented in almost every country to contain the transmission of the disease (Adewale, 2020). The World Health Organization (WHO), on December 31, 2019, received a report of the presence of unknown causes of pneumonia disease in Wuhan, China. Later, this disease was defined as a novel Coronavirus disease and further declared as a public health emergency of international concern by January 30, 2020 (Govind, 2020). The Centers for Disease Control advocates that it is critical to recognize stress symptoms resulting from the lockdowns and the disease itself. During outbreaks of transmittable diseases such as severe acute respiratory syndrome and equine influenza, there has been damaging psychological implications. The unswerving social and psychological impacts of the pandemic are apparently inescapable, it is critical therefore to take steps in building resilience and coping with such damaging consequences of a pandemic.

According to Philipdes (2020), since the first report of the confirmed cases of the COVID-19 in Wuhan, China, the world has witnessed severe unprecedented mortality and morbidity due to this disease resulting in serious public health emergencies. Infection by

SARS-CoV-2 in humans occur mainly through air droplets, close contact with infected persons, especially mucus membranes secretions from nose, mouth, or eyes, contaminated surfaces, and some studies suggest digestive tract transmission. Adeleke (2020), suggested that it is a timely call for studies investigating the impact of COVID-19 on students' mental health and the need for immediate interventions.

United Nation's Educational, Scientific, and Cultural Organization (UNESCO), stated that the pandemic has interrupted the learning of more than one billion students in 129 countries around the world. Many universities worldwide have moved to emergency remote teaching via online platforms, further inducing anxiety among the students. Studies on the effect of COVID-19 and lockdowns on college students in China and some other countries reported significant adverse effects on the students' psychological well-being and high levels of anxiety.

Most higher education institutions and schools had to be closed due to the COVID-19 pandemic, because most countries had to stop face-to-face teaching. The UNESCO IESALC estimates, show that the closure affected approximately 23.4 million higher education students (ISCED 5, 6, 7 and 8) and 1.4 million teachers in Latin America and the Caribbean; this represents approximately more than 98% of the region's population of higher education students and teachers (Lobert, 2020).

A major effect was the temporary cessation of classroom activity at higher education institutions which has left students,

particularly undergraduates and those on the verge of finishing high school and aspiring to begin tertiary education, in a completely new situation and without a clear idea of how long the impact will last, the immediate effect it will have on their daily life, costs and other financial burdens and, naturally, on the continuation of their studies. The situation is particularly worrying for those higher education students who are more vulnerable on account of their more fragile condition. A disruption of their space brought on by a crisis such as this one, can exacerbate their fragile condition and force them to drop out, thereby yet again, perpetuating a situation of exclusion as a result of the inequity which is characteristic of the higher education system in the region. This inequity is reflected in the high dropout and non-completion rates in higher education: in Latin America, on average, only half of the people between 25 and 29 years who were enrolled did not complete their studies, either due to abandonment or because they are still studying. Of those who drop out, half do so in the first year of their career (Paz, & Urzúa, 2017). Moreover, it is difficult to have a sense of the multiple and different effects on students with different profiles, irrespective of their socioeconomic background, starting with gender.

Santos (2013), stated that the Chinese population was infected with a virus causing Severe Acute Respiratory Syndrome (SARS) in Guangdong province. The virus was confirmed as a member of the Beta-coronavirus sub-group and was named SARS-CoV. The infected patients exhibited pneumonia symptoms with a diffused alveolar injury which led to acute respiratory distress syndrome. SARS initially emerged in Guangdong, China and then spread rapidly around the globe with more than 8000 infected persons and 776 deceases at the onset. In 2012, a couple of Saudi Arabian nationals were diagnosed to

be infected with another coronavirus. The detected virus was confirmed as a member of corona viruses and named as the Middle East Respiratory Syndrome Coronavirus (MERS-CoV).

The World health organization reported that MERS-coronavirus infected more than 2428 individuals and 838 deaths. MERS-CoV is a member of beta-coronavirus subgroup and phylo-genetically diverse from other human-CoV. The infection of MERS-CoV initiates from a mild upper respiratory injury while progression leads to severe respiratory disease. Similar to SARS-coronavirus, patients infected with MERS-coronavirus suffer pneumonia, followed by acute respiratory distress syndrome and renal failure (Santos, 2013). By the end of 2019, WHO was informed by the Chinese government about several cases of pneumonia with unfamiliar etiology. The outbreak was initiated from the Hunan seafood market in Wuhan city of China and rapidly infected more than 50 peoples. The live animals are frequently sold at the Hunan sea-food market such as bats, frogs, snakes, birds, marmots and rabbits (Akinfenwa, 2020).

On 12 January 2020, the National Health Commission of China released further details about the epidemic, suggested viral pneumonia. From the sequence-based analysis of isolates from the patients, the virus was identified as a novel coronavirus. Moreover, the genetic sequence was also provided for the diagnosis of viral infection. Initially, it was suggested that the patients infected with Wuhan coronavirus induced pneumonia in China may have visited the seafood market where live animals were sold or may have used infected animals or birds as a source of food (Ekemade, 2020).

However, further investigations revealed that some individuals contracted the infection even with no record of visiting the sea-food market. These observations indicated a human to the human spreading capability of this virus, which was subsequently reported in more than

100 countries in the world. The human to the human spreading of the virus occurs due to close contact with an infected person, exposed to coughing, sneezing, respiratory droplets or aerosols. These aerosols can penetrate the human body (lungs) via inhalation through the nose or mouth. Therefore, the lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures in most OECD and partner countries, the majority lasting at least 10 weeks at the first instance, before subsequent instances of lockdown occured. While the educational community have made concerted efforts to maintain learning continuity during this period, children and students have had to rely more on their own resources to continue learning remotely through the internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. Whether Covid-19 impact positively or negatively on the attitude of students to learning is the major concern of this study.

Statement of the Problem

No one knows for sure how long subsequent partial and full closures imposed across nations of the world due to re-occurrence of COVID-19 in different strands, are likely to last. Initial measures taken by many governments have ranged from 15 to 30 days, but one can be easily unreasonable to imagine scenarios where this situation can last two months or more, or as in the case of Spain and Italy where the decision was announced not to resume face to face classes for the rest of the academic course which normally ends in June. While the impact of the pandemic on education was abrupt and in the majority of cases there was no contingency plan other than to attempt to continue classes remotely, it is important that we start to conceptualize a way out of this

crisis, ensuring the highest degree possible of inclusion and equity. This study therefore seeks to interrogate the impact of covid-19 pandemic on the attitude of Osun state high school students to english language.

Purpose of the Study

The specific of the purpose of the study was:

1. To find out the attitude of high school students towards the impact of covid-19 pandemic on learning

2. To determine the difference in the attitude of high school students based on gender

3. To determine the difference in the attitude of high school students based on school type

Research Question

1. What is the attitude of high school students towards the impact of covid-19 pandemic on learning?

Research Hypotheses

1. There is no significant difference in the attitude of high school students to English language as a result of Covid-19

2. There is no significant difference in the perception of high school students to English language as a result of Covid-19

RESEARCH METHODOLOGY

Research Type

The researchers made use of descriptive research of the survey type.

Population of the Study

The population for this study comprised of high school students in Osogbo Local Government Area of Osun State.

Sample and Sampling Techniques

Purposive sampling technique was used to select high school students in Osogbo Local Government Area of Osun State. Equally 350 high school students were randomly selected from 10 high schools. 350 respondents were used for the sample study.

Research Instrument

The instrument for this study is questionnaire. The questionnaire was personally structured by the researchers. The same questionnaire was given to students to elicit their opinion on impact of covid-19 pandemic on the attitude of Osun state high school students to English language.

Validity of Instrument

Efforts were made during the construction of the instrument to ensure that it measures the desired objectives. Therefore, the instrument was clearly designed and given to an expert in language education and a specialist in biology education and disease control for its approval. Experts in the field of test and measurement were also consulted to give their input on the instrument, comments and corrections were made in order to ensure the validity of the instrument.

Reliability of Instrument

The test re-test method was employed to determine the consistency of the instruments. The questionnaire was administered to 30 respondents. The administration was done within the interval of three weeks. Pearson Product Moment Correlation (PPMC) was used in computing the reliability coefficient of the instrument. A reliability coefficient of 0.86 obtained was an indication that the designed instrument is reliable for its intended use.

Procedure for Data Collection

The researchers administered the instrument to respondents. This was done by personally visiting the selected schools and by personally distributing the questionnaire to the respondents. The instrument was retrieved immediately after they have been correctly filled by the students. Their response was gathered and analyzed.

Methods of Data Analyses

Data collected was analyzed using descriptive statistics of (frequency counts, percentage, mean, standard deviation and t-test analysis).

RESULTS AND DISCUSSIONS

This section presents the analysis of data and interpretation of result. The first part presents the demographic distribution of respondents using descriptive statistics (frequency count and simple percentages) while the second part gives the analysis of research questions using frequency and percentage.

Demographic Information

Table 1: Respondent Distribution by Gender

(N = 350)

	F	%
Male	145	41.4
Female	205	58.6
Total	350	100.0

Table 1 presents the gender distribution of respondent. It shows that 41.4% are male while 58.6% are female.

Table 2: Respondent Distribution by Class

(N = 350)

	F	%
SSS1	101	28.9
SS2	178	50.9
SS3	71	20.3
Total	350	100.0

Table 2 presents the Class distribution of respondent. It shows that 28.9% are from SS 1, 50.9 are from SS2 while 20.3% are from SS3.

Research Question 1: What is the attitude of high school students towards the impact of covid-19 pandemic on learning?

Table 3: Analysis of the attitude of high school students towards the impact of covid-19 pandemic on learning (N = 350)

S/N	ITEMS	Stronly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	f	%	f	%	f	%	f	%
1	Covid-19 pandemic affect the academic calendar of high school	150	42.9%	114	32.6%	65	18.6%	9	2.6%	12	3.4%
2	Covid-19 pandemic has effect on implementation of education financial budget for 2020	104	29.7%	171	48.9%	53	15.1%	16	4.6%	6	1.7%
3	Covid-19 pandemic have relationship with reduction of manpower in education	118	33.7%	114	32.6%	48	13.7%	63	18.0%	7	2.0%
4	Covid-19 pandemic have relationship with the cancelation of academic conferences of high schools	130	37.1%	125	35.7%	56	16.0%	24	6.9%	15	4.3%
5	I was able to improve in E-learning due to covid-19 pandemic	136	38.9%	131	37.4%	46	13.1%	31	8.9%	6	1.7%
6	It is more difficult for me to focus during	112	32.0%	116	33.1%	91	26.0%	25	7.1%	6	1.7%

S/N	ITEMS	RESPONSE				
		Stronly Agree	Agree	Undecided	Disagree	Strongly Disagree
		F %	f %	f %	f %	f %
7	online teaching in comparison to on-site teaching. My performance as a student has improved since on-site classes were cancelled	103 29.4%	127 36.3%	59 16.9%	57 16.3%	4 1.1%
8	My performance as a student has worsen since on-site classes were cancelled.	88 25.1%	142 40.6%	63 18.0%	49 14.0%	8 2.3%
9	I have adapted well to the new teaching and learning experience brought by Covid-19	106 30.3%	114 32.6%	74 21.1%	54 15.4%	2 0.6%
10	I can figure out how to do the most difficult classwork since on-site classes were cancelled.	85 24.3%	122 34.9%	91 26.0%	50 14.3%	2 0.6%
11	Covid-19 enable schools to embrace e-learning	68 19.4%	147 42.0%	78 22.3%	41 11.7%	16 4.6%
12	I get disturbed with online class because of internet problem	115 32.9%	100 28.6%	105 30.0%	28 8.0%	2 0.6%

S/N	ITEMS	Stronly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		RESPONSE									
		F	%	f	%	f	%	f	%	f	%
13	I have full knowledge regarding media used for online education during Covid-19 pandemic	90	25.7%	137	39.1%	68	19.4%	47	13.4%	8	2.3%
14	I enjoy taking class from home than from school	75	21.4%	127	36.3%	88	25.1%	46	13.1%	14	4.0%
15	I am satisfied with measures for pandemic prevention and control.	89	25.4%	113	32.3%	96	27.4%	31	8.9%	21	6.0%

Table 3 presents the analysis of the attitude of high school students towards the impact of covid-19 pandemic on learning. The items the respondent agreed with were; Covid-19 pandemic affect the academic calendar of high school (75.5%), Covid-19 pandemic has effect on implementation of education financial budget for 2020 (78.6%), Covid-19 pandemic have relationship with reduction of manpower in education (63.3%), Covid-19 pandemic have relationship with the cancelation of academic conferences of high schools (72.8%), they were able to improve in E-learning due to covid-19 pandemic (75.3%), It is more difficult for me to focus during online teaching in comparison to on-site teaching (55.1%), their performance as a student has improved since on-site classes were cancelled (65.7%), their performance as a student has worsen since on-site classes were cancelled (65.7%), they have adapted well to the new teaching and learning experience brought by Covid-19 (62.9%), they can figure out

how to do the most difficult classwork since on-site classes were cancelled (59.2%), Covid-19 enable schools to embrace e-learning (61.4.

Hypotheses 1: There is no significant difference in the attitude of high school students to English language as a result of Covid-19 base on gender

Table 4: Summary of t-test Analysis showing difference in the attitude of high school students to English language as a result of Covid-19 differ base on gender

	N	Mean	S.D	T	Df	Sig. (2-tailed)	Remark
Male	145	27.33	9.01				
				1.46	348	0.09	Not significant
Female	205	28.77	9.14				

Table 4 shows if there is difference in the attitude of high school students to English language as a result of Covid-19 on the bases of gender. The result reveals that there is a no significant difference in the attitude of high school students to English language as a result of Covid-19 on the bases of gender (t = 1.46, df = 348, p > 0.05). This implies that male student attitude of high school students to English language as a result of Covid-19 is the same of that of female.

Hypotheses 2: There is no significant difference in the perception of high school students to English language as a result of Covid-19 base on Class

Table 5: Summary of ANOVA showing the perception of high school students to English language as a result of Covid-19 differ base on Class

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4501.831	2	2250.916	3.196	.000
Within Groups	24439.186	347	70.430		
Total	28941.017	349			

A one-way ANOVA was conducted to examine if the perception of high school students to English language as a result of Covid-19 differ base on Class. The results revealed that there is no significant difference in the perception of high school students to English language as a result of Covid-19 differ base on Class (F (2, 347) =3.196, p = 0.00). Since the p value is less than 0.05, it implies that the null hypothesis is rejected.

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS.

Introduction

Having presented the results of the analysis of data earlier, the sequence of the discussion is in accordance with the research questions. The section also highlights the conclusion and the recommendation of the study.

Discussion of the Findings

The result of this study is well documented on the impact of covid-19 pandemic on the attitude of Osun State high school students to English language. Based on the findings, majority of the students agreed that covid-19 pandemic affect the academic calendar of high school, covid-19 pandemic has effect on implementation of education financial budget for 2020, it has relationship with reduction of manpower in education, it has relationship with the cancelation of academic conferences of high schools. Majority of the students also

agreed that they were able to improve in E-learning due to covid-19 pandemic, it is more difficult for them to focus during online teaching in comparison to on-site teaching, their performance as a student has improved since on-site classes were cancelled, their performance as a student has worsen since on-site classes were cancelled, they have adapted well to the new teaching and learning experience brought by Covid-19. The findings were in tandem with Ajani (2020) which reveals that the lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures in most OECD and partner countries. Also, Elliott and Macpherson (2010) who opined that online learning technologies offer much potential for student engagement during the time disaster.

Another finding of the study revealed that there is no significant difference in the attitude of high school students to English language as a result of Covid-19 on the bases of gender; and there is no significant difference in the perception of high school students to English language as a result of Covid-19 differ base on Class. The finding was corroborate Gao (2013), Male student's attitude towards English language as a result of Covid-19 is similar to their female counterpart

Conclusion

From this study, it was concluded that the catastrophe posed by coronavirus on education in Nigerian has revealed to us the benefits of online/virtual teaching. A large number of children whose education was completely disrupted for months due to COVID-19 pandemic is a great disaster to the national growth. The consequences could be felt in economies and societies in the years to come." In Nigeria, nearly all school-children were affected by the lockdown. In a time like this, there is no other option than to adapt to the dynamic situation and accept the change as disasters will continue to occur and technologies will likely help us in managing them. One good effect of COVID-19 pandemic is that it has forced some schools which were earlier reluctant to change, to accept modern technology.

Recommendations

Basing on the findings of the study, it was recommendations that:

1. Government should see the need to build good schools and equip them with modern digital facilities that can aid online education by providing digital devices as well as internet connections.

3. Educators as well as students must be trained on how to handle and use online educational devices.

4. Parents should pay personal attention to monitor and supervise their children until they adapt to online teaching environment.

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