INFLUENCE OF COVID-19 PANDEMIC ON ATTITUDE TO AND ACHIEVEMENT IN CIVIC EDUCATION AMONG ADOLESCENTS IN ALIMOSHO LOCAL GOVERNMENT AREA OF LAGOS –STATE

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Abstract

The COVID-19 pandemic has left a lasting imprint in our world, and the educational system is not left out in this wave as the teaching and learning process has been grossly affected by the emergence of the pandemic. Thus this study examined the influence of the COVID-19 pandemic on attitude to and achievement in Civic Education among adolescents in Alimosho Local Government, Lagos State. A descriptive survey research design was adopted for this study. Four schools were selected in the local government using simple random sampling technique while stratified random sampling technique was used to select two hundred (200) students for the study. Data were collected using two instruments namely, a self-constructed questionnaire on the influence of COVID- 19 pandemic on attitude to and achievement in Civic Education (ICAACE) and a Civic Education Achievement Test (CEAT).Two hypotheses were tested at 0.05 level of significance to guide the study. Findings from the study revealed that there is a significant influence of class rearrangement and physical distancing on students' attitude to Civic Education, and there is no significant effect of class rearrangement and physical distancing on students' achievement in Civic Education..Based on the findings, it was recommended among other things that educationists should adopt teaching methods that can arouse students' interest to learn and also, adopt a rather continuous measure of student assessment. Also, teachers were encourage to diversify their methods of student assessment using blended learning approaches to yield maximum performance of students.

Keywords: Covid-19 pandemic, attitude to, achievement, Senior Secondary School Student.

Introduction

The beginning of the year 2020 witnessed one major issue globally that led to the dramatic changes in every aspect of human lives. A tiny virus broke out in Wuhan city in China, which became a global malaise in a matter of months. The coronavirus disease (COVID-19) is a highly transmissible and pathogenic viral infection caused by an acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Globally, about 2.5 million people lost their lives to COVID-19 to date, according to World meter date . What else would we call a tiny virus that brought our giant universe to its knees if not a global tragedy? The novel coronavirus has affected the world in several ways.

The pandemic affected people of all ages in different ways. However, some human being may be more vulnerable to the psychosocial effects of this pandemic (De Miranda, Athanasio, Oliveira, & Simoes-E-Silva, 2020). Without doubt, COVID-19 has taken a heavy toll on youths' mental well-being in profound ways. In this period, COVID-19 has become a global pandemic in a short while due to its highly infectious characteristic and human mobility (WHO, 2020). This has led to radical changes in daily life. In the first weeks when the virus spread out of China, so many countries took precautions to avoid the effects of the pandemic, and precautions were strengthened on a large scale after the identification of COVID-19 as a global pandemic. The virus which could be contracted basically by coming in contact with an infected person, spread around the world to the point that it became a global pandemic in no time. It became a huge hurdle for countries across the seven continents of the world to tackle. With the daily toll of death being recorded in thousands globally, the fight for survival and the quest for an immediate vaccine to help manage the pandemic made the headline across all media. COVID-19 has been one of the biggest challenges which education systems have ever faced. One of the countries in the world that is facing the Covid-19 pandemic is Nigeria. Positive confirmed cases of Covid-19 as of August 9th, 2021 stood at 178,508 with the addition of 422 new cases in the following 24 hours, 165,983 patients' recovered, and 2,192 patients died since the announcement of the first patient on February 27, 2020.

The World Health Organisation (WHO) identified the COVID-19 as a 'global pandemic' on the 11th of March, 2020, and warned all authorities around the world to maximize their precautions against the pandemic (WHO, 2020). The common precaution that were taken by the authorities around the world included the lockdown, traveling restrictions between cities, regions, and countries (OECD, 2020a; WHO, 2020). Lockdowns which are implemented in many countries have become highly effective in many areas, particularly in the labour market and education (OECD, 2020a; 2020b).Based on data of the rapid increase of cases in Nigeria, the government made several policies, namely social distancing, physical distancing, lockdown, and large-scale social restrictions or policies that prohibit

crowds to break the chain of the spread of Covid-19. These policies affected various aspects of human life, including social, cultural, political, economic, and especially education. In the field of education, on March 19, 2020, the Federal Ministry of Education (FME) in Nigeria approved school closure as a response to the pandemic. Schools in the Federation contextualized this, with the Lagos State Ministry of Education releasing a schedule of radio and TV lessons for students in public schools. This broadcast declared that the process of teaching and learning activities will be carried out at home through online/digitalized learning. Hence, one of the reasons why distance education solutions have become the 'mandatory choice' of countries especially ,Nigeria to maintain educational processes during this period and to reduce the spread of this deadly disease.

Education provides service for the majority of the population including students, teachers, parents, and other stakeholders. The issue of how the conventional educational processes, which are performed based on the teacher-student interaction in schools, will be maintained during the pandemic has become a challenge for countries (Daniel, 2020). In many countries, educational authorities have decided to close down schools to keep the students and their families out of COVID-19 risk (ETF, 2018; OECD, 2020a; 2020b). By the last week of April 2020, the number of students who had been away from schools around the world exceeded 1.6 billion, and these students constitute 91% of the student population in the world (Micks & Mcllwaine, 2020).

Although school closure has been beneficial in limiting the spread of the virus, it is costly for countries. Many countries have been caught unprepared for one of the biggest issues in education history and they have been obliged to maintain education services through distance /digitalized education (Daniel, 2020). Digitalized learning is defined as any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology. It encompasses the application of a wide spectrum of practices, including blended and virtual learning. It can also be defined as learning in which educators, students, and teaching materials are separated by space and then put together or linked with the help of communication technology tools. Digitalized learning is defined as any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology. It encompasses the application of a wide spectrum of practices, including blended and virtual learning. It is also can be defined as learning in which educators, students, and teaching materials are separated by space and then put together or linked with the help of communication technology tools. Digitalized learning can also be referred to as online learning. Online learning during the Covid-19 pandemic can be said to be a solution to the spread of the pandemic .Handarini & Wulandari(2020) asserts that one of the alternatives that can be used to keep learning going during the Covid- 19 pandemic is through online learning. Online learning can be conducted using

various digital technology platforms such as Google classroom, zoom meeting, video conference, telephone or live chat, Youtube,WhatsApp group, and others that can support the implementation of learning. The implementation of online/digitalized learning, in practice, still causes a lot of inadequate learning experiences for students. Many consider that online learning is not sufficient and has many drawbacks in its implementation. Pratiwi (2020) stated that online learning has several weaknesses, namely the use of the internet network requires adequate infrastructure and a lot of money, and there is a problem with communication via the internet due to unstable signals. In addition, online learning is also confusing for students, making students passive, less creative, and productive, and making students received too much information/concepts. This 'mandatory' transition to distance education has led to discussions on the possible effects of maintaining educational processes with distance education solutions. Although distance education solutions have been considered as the best option that countries could have. Yet, they have created, many problems in the education system (Daniel, 2020; Morgan, 2020; Shapiro, 2020). A bulk of these problems centre around adolescents' attitude to learning and consequently, their academic achievement.

According to the Encyclopaedia of English (2021), attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour. While these attitudes are enduring, they can also change. The emergence of COVID-19 seems to have impeded a positive or negative attitude to learning and consequently affect performance of adolescents in Civic Education. The unusual approach to learning introduced by the COVID-19 pandemic seems not to have effectively carried every student along during instruction, hence affecting learners' approach and attitude to Civic Education.

In conventional education, the action of teaching and the reaction to learning occur concurrently. However, these two components of learning are separated in distance education (Hassenburg, 2009). In this manner, students are more likely to feel isolated and have inadequate support from the instructors (Stevenson, Sander & Naylor, 1996). Based on its structure, the participation and performance of people in educational processes are prioritized. Hence, the inclusion of some modern learning approaches such as cooperative learning to educational processes and academic achievement of students is mostly inadequate in distance education (Duffy et al, 2002).

Academic achievement is the extent to which a student has achieved either short or long-term educational goals. Achievement may be measured through students' grade point average. Achievement and positive attitude seemed to have been hampered as a result of the method of instruction occasioned by the COVID-19

pandemic. Achievement describes academic outcomes that indicate the extent to which students have achieved their learning goals. Academic achievement may refer to completing educational benchmarks and is often measured through examinations or continuous assessments.

The importance of Civic Education focuses on the advancement of the intellectual, emotional, sentimental, and attitudinal processes of the students, directing their common sense and personal civic performance within a context of wisdom and compliance with the laws that govern the coexistence of human. It harmonizes with the foundation of moving more in the cognitive aspects of understanding, executing, summarizing, examining, and innovating; likewise, with the attitudinal vigour of dealing with emotions and sensations. Attitude is conceptualized as an aggregate of emotional, individual, and social skills that affect the ability to counteract the mandates and impositions of the environment. It is a fundamental element in detecting success in life and has a real impact on happiness. It is in line with the theoretical basis of attitude that deals with the role of emotional skills in states of anxiety and happiness, which is especially feasible in this time of the pandemic.

The learning carried out remotely during the Covid-19 pandemic is a challenge for Civic Education teachers. A Teacher must be able to create a learning environment to develop the ethics, responsibility, and character of students. With the rearrangements in classes and physical distancing caused by the COVID-19 pandemic, teachers and stakeholders have the responsibility of ensuring that instruction is worthwhile, a positive attitude is maintained towards learning, and evaluation of learners' performance is done intermittently to ascertain mastery of knowledge and skills. The need for the Civic Education curriculum planners to adjust to the "new normal" by designing a curriculum that accommodates these disruptions and at the same time effectively maintains learners' attitude to and achievement in Civic Education. Maximizing technology for the learning process is now a necessary skill for every teacher to possess if learning would be effective. It is in line with these that this study seeks to ascertain the influence of the COVID-19 pandemic on adolescents' attitudes to and their achievement in Civic Education.

Statement of the Problem

The outbreak of the COVID-19 pandemic brought about rearrangement in classes to allow for physical distancing in classrooms, it presented a new normal that requires that the learning process be done online with the help of technology. However, this latest development seems less effective when compared to the existing physical learning, coupled with the fact that the 'new normal' caught a lot of stakeholders unawares as the Nigerian education system had not sufficiently maximized technology for learning process before the pandemic. Thus, being

confronted by the COVID reality seemed like a hard nut to crack because few teachers can appropriately use technology for instructional purposes, some teachers do not even own the required gadgets to enable them to teach students. This makes instruction less effective as adolescents are not able to get the best out of the instruction. With the digitalization of learning processes, how to carry out the assessment and evaluation, which are an important part of education, has become an issue. The reason is that the restriction of social environment and direct interaction with the teacher in digitalized education leads to limitations on the assessment and evaluation. Separating the environments of teachers and education, decreases the control of teachers during the assessment and evaluation process, with the digitalization of the learning process, it is very difficult for teachers to use observational assessment methods, give immediate feedback to students and assess students' participation in learning.

 Assessment and evaluation processes are classified into two groups. These are known as formative assessment and summative assessment based on their purposes. Formative assessment gives deeper feedback on student learning, it also allows students to create products, and it allows assessing all learning processes as a whole. At the same time, formative assessment requires interactive feedbacks from teachers and more of student-teacher interaction. Formative assessment is mostly conducted through a portfolio, product development, case study, and online group discussions. Therefore, it is difficult to conduct formative assessment adequately with a large group of students with digitalized education, where teachers and students are not in the same physical environment. During the Covid-19 pandemic, students and teachers interact with each other using online learning assisted by technology, starting from delivering material, giving assignments, submitting assignments, to evaluating. But in reality, students are often less responsible in terms of what should be done and applied in the learning. Students are often late in submitting assignments that have been given by the teacher. Further, students often underestimate their participation in learning. The lack of students' responsibility that arises has great effect on the attitude/behaviour of subsequent students.

Civic Education as a field of study that concerns itself with character building, aims at inculcating in the child the character of responsibility. Before the pandemic, adolescents and teachers interacted with each other physically, starting from the delivery of materials, to the giving and submission of assignments for evaluation amongst others. This allows teachers to have a good grip of adolescents where necessary, but the advent of the COVID-19 pandemic changed this interaction from the usual physical one to an online one where teachers do not have a good grip of student affairs. As a result, adolescents are often less responsible in terms of what should be done and applied in learning. These challenges have necessitated the need to look into the attitude of adolescents to

Civic Education as well as their achievement in Civic Education before and during the COVID-19 pandemic.

Purpose of Study

This study seeks to find out the extent to which class rearrangement and physical distancing during the Covid-19 pandemic have affected adolescents' attitudes to Civic Education. This study further seeks to:

1. Find out if there is a significant effect of class rearrangement and physical distancing on students' attitude to Civic Education.
2. Find out if there is a significant effect of class rearrangement and physical distancing on students' achievement in Civic Education.

Research Hypothesis

1. There is no significant effect of class rearrangement and physical distancing on students' attitude to Civic Education.
2. There is no significant effect of class rearrangement and physical distancing on students' achievement in Civic Education.

Methodology Research

Design

The research design to be adopted for this study was a descriptive survey research design.. This design was considered appropriate because, it enables the researcher to generate data through the standardized collection procedures based on the research instrument and well defined study concepts and related variables ***Population of Study***

The target population for this study are the Senior Secondary Two (S.S II) students) taking Civic Education from government schools from Alimosho Local Government Area of Lagos State. As at the date of the study there are twenty-five

(25) senior secondary schools in the local government. The latest statistics available from the Lagos State School Census Report (2019) revealed that there are 27,592 (13,504 male and 14,088 female) senior school students in Alimosho Local Government, of which 9,119 (4,366 male and 4,753 female) are in senior secondary school 2 (SSS2).The total number of teachers in Alimosho Local Government as of 2019 stood at 944 (298 male and 646 female), of which 874 (264 male and 610 female) are qualified teachers.

Sample and Sampling Technique

The sample for this study comprise of two hundred (200) SS2 Civic Education students. Four schools were selected using the random sampling technique, while fifty (50) SSS2 students were selected in each school using the stratified random sampling technique. Simple random sampling gives the entire population an equal probability of being chosen.

Research Instruments

The instruments used for data collection were a self-constructed instruments titled Influence of COVID-19 Pandemic on Attitude to and Achievement in Civic

Education Questionnaire (ICPAACE) and a Civic Education Achievement Test (CEAT). The questionnaire was developed using a 4-point Likert scale. The questionnaire comprises three sections; Section A, B, and C. Modified Section A focuses on the demographic characteristics of respondents while Section B centered on items structured after the influence of the COVID-19 pandemic and Section C centered on items structured on the attitude of students while the achievement test is a twenty (20) item multiple-choice test compiled from (SSCE) WAEC/NECO Past Questions Paper (2013-2019) . The research instrument was validated by experts in the field of measurement and evaluation, who ensured the face and content validity. The instruments have a reliability coefficient of 0.82 for the questionnaires and 0.785 for the Civic Education Achievement Test.

Descriptive Statistics.

Table 1: Demographics of the Respondents

Variable	Categories	Frequency (50)	Percentage %
Gender	Male	93	**46**
	Female	107	**54**
Age	12-19 years	76	**38**
	16-19 years	87	**44**
	Above 19 years	36	**18**

Table 1 reveals that there are more females (54%) than males (46%). This implies a balance in the sample drawn from the population as there is no much difference in gender. The table also reveals that most of the respondents (44%) are aged 16- 19 while 38% are aged 12-19 and 18% are above 19 years old.

Testing of Hypotheses

Hypothesis 1: There is no significant effect of class rearrangement and physical distancing on students' attitude to Civic Education

Table 2a: Regression Analysis of the Effect of Class Rearrangement and Physical Distancing On Students' Attitude to Civic Education

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16.771	1.689		9.929	.000
Class Rearrangement	.209	.134	.103	1.559	.121

Physical Distancing	.884	.134	.437	6.619	.000

a. Dependent Variable: attitude

Table 2b: Regression Analysis of the Effect of Class Rearrangement and Physical Distancing on Students' Attitude to Civic Education

ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	597.229	2	298.615	29.242	.000ᵇ
	Residual	2001.554	196	10.212		
	Total	2598.784	198			

a. Dependent Variable: attitude
b. Predictors: (Constant), Physical Distancing, Class Rearrangement

The information from Table 2 revealed the joint effect of class rearrangement and physical distancing on students' attitudes to civic education. From the Regression analysis conducted, it was found that the predictors contribute to 23% change in the overall model which is found to be statistically significant ($F=29.242$, $p<0.05$). From the individual observation of the variables, it was also found that class rearrangement is not statistically significant as a predictor of change in students' attitudes.

Hypothesis 2: There is no significant effect of class rearrangement and physical distancing on students' achievement in Civic Education

Table 3a: Regression Analysis of the Effect of Class Rearrangement and Physical Distancing on Students' Achievement in Civic Education

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.952	4.649		11.820	.000
	Class Rearrangement	.253	.369	.051	.687	.493
	Physical Distancing	.077	.367	.016	.209	.834

a. Dependent Variable: Students' achievement

Table 3b: Regression Analysis of the Effect of Class Rearrangement and Physical Distancing on Students' Achievement in Civic Education

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.204	2	26.102	.336	.715[b]
	Residual	15293.991	197	77.634		
	Total	15346.195	199			

a. Dependent Variable: Students' achievement

b. Predictors: (Constant), Physical Distancing, Class Rearrangement

The information in Table 3 revealed the joint effect of class rearrangement and physical distancing on students' achievement in civic education. From the Regression analysis conducted, it was found that the predictors accounted to 3% change in the overall model which is found to be statistically not significant (F=0.336, p>0.05). From the individual observation of the variables, it was also found that neither of the variables was statistically significant as a predictor of change in students' achievement.

Discussion of Findings

Findings from hypothesis one revealed that there is a significant effect of class rearrangement and physical distancing (F=29.242., p<0.05) on students' attitude to Civic Education. This implies that Covid-19 has an impact on adolescents' attitude to Civic Education. From the regression analysis conducted it was revealed that class rearrangement and physical distancing accounted to 23% of change to the attitude of adolescents. This finding is very similar to the work of Serhan (2020), whose finding also showed that students were not fully satisfied with their learning experience following the transition from COVID.

Serhan (2020) specifically pointed out that students had a negative attitude toward the use of online learning and perceived it as having effect and contribution on their learning experience and their motivation to learn. Demuyakor (2020) on the other hand investigated Ghanaian international students' attitude to learning in China. The results of the study indicated that students displayed a positive attitude to learning following the pandemic although this can be attributed to the provision of learning technologies and digital support services for students which is not usually tenable in this part of the country. This position is supported by David et al (2021) whose findings indicated that the majority of the respondents have a positive attitude toward the usage of virtual learning after the outbreak of the pandemic. Uzorka & Makeri (2020) carried out a study on attitudes of higher education students toward learning during the Covid-19 pandemic. Their study revealed that students had generally favourable attitudes toward learning during the COVID-19 pandemic. This finding is contradictory to the findings of this

study which proved otherwise by empirical findings on the information from respondents. The reason for the findings of Uzorka & Makeri (2020) can be linked to the provision of digital learning devices which support physical distancing of the students, promoting a conducive remote learning environment for the respondents in their study.

Findings from hypothesis two revealed that there is no significant effect (F=0.336, p>0.05) of class rearrangement and physical distancing on students' achievement in Civic Education. This finding showed that respondents examined in the study were not adversely affected in their scores after the pandemic. The class rearrangement and physical distancing accounted for only 3% of change to the achievement of adolescents. This finding was not consistent with the works of most reviewed researchers such as Hashemi (2021) whose finding revealed that COVID-19 has negatively affected the academic performance of Afghan students and the students were highly dissatisfied with online teaching during this critical moment. Also, Elhadary et al. (2020) conducted a study on the impact of COVID- 19 on the academic performance of science and social science students in Turkey. The findings of their study revealed that the academic performance of the students was affected by several factors resulting from the outbreak of COVID-19. A local study carried out by Aji (2021) in Yobe state observed that there is a significant difference in the performance of students during and after COVID. Contradicted by the finding of a study by Wannarka and Ruhl (2008) on eight peer-reviewed, empirical studies, it was found that communication increased when students sat in a semi-circular arrangement. With this arrangement, teachers were able to present more active and collaborative lessons which allowed students to perform better in tests and examinations. Charles et al., (2020), found that students experienced significant educational disruptions as the pandemic interfered with their academic functioning and performance. Since the closure of educational institutions and a suspension of face-to-face teaching-learning, Jacob et al (2020) found that physical distancing affected students' academic progress. Generally, it was found that there were no studies carried out on a similar scope of the study, particularly regarding Civic Education. Most of the studies on the impact of Covid-19 on an individual's attitude were carried outside the education sector. This study specifically aimed to determine the extent to which the COVID-19 pandemic has affected adolescents' attitudes to Civic Education.

Conclusion

Based on the study carried out on the influence of the COVID-19 pandemic on attitude to and achievement in Civic Education among adolescents in Alimosho Local Government Area in Lagos State, it was found that the COVID-19 pandemic through class rearrangement and physical distancing has influenced adolescents' attitude to Civic Education. However, there was no significant

impact of the pandemic on adolescents' achievement in Civic Education as there was a minimal difference in adolescents' achievement in Civic Education before and after the pandemic.

Implication of the Study to Evaluators

The findings from this study call for professionals in the field of Measurement and Evaluation to pay keen attention to the transition caused by the COVID-19 pandemic across all levels of education and to make necessary adjustments to this transition in terms of curriculum planning, teaching methodology, and use of technology such that the objectives of formal education as contained in the National Policy on Education are attained with the improved achievement of students demonstrated in self-efficacy and attitude to learning.

Recommendations

Based on the research findings, the following recommendations were made;

1. The COVID-19 pandemic presented us with a 'new normal' and there is a need for educationists (teachers and administrators) to respond accordingly, ensuring students' attitude to learning is not negatively affected. An example of such response includes the adaptation of technology to teaching Civic Education to arouse, sustain and channel students' interest in learning.

2. Students' learning in Civic Education is demonstrated by achievement scores obtained from educational testing procedures. School administrators should adopt a rather continuous measure of student assessment and encourage teachers to diversify their methods of student assessment using blended learning approaches.

3. Teachers must employ 21st century, student-centered, teaching methodologies such as project-based learning, collaborative learning, etc., that will harness students' interest in Civic Education and improve learning outcomes.

4. Government agencies should ensure that public schools in Nigeria are fully equipped with competent manpower and learning resources to facilitate effective instruction in Civic Education.

5. There is a need for educational stakeholders to consult on a review of the Civic Education curriculum to allow for changes as a result of the COVID-19 pandemic.

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