

Impact of Covid-19 Pandemic on Teaching and Learning Social Studies in Junior Secondary Schools in Gusau Education Zone of Zamfara State, Nigeria

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Abstract

This study assessed the impact of Covid-19 Pandemic on teaching and learning Social Studies in junior secondary schools in Gusau Education Zone of Zamfara State, Nigeria. The study had 1 objective, which is to examine the impact of Covid-19 Pandemic on teaching and learning Social Studies in junior secondary schools in Gusau Education Zone of Zamfara State, Nigeria. Survey research design was used for the study from a population of 48,977, a sample of 378 was drawn, multi-stage sampling technique was used, at the first stage, two local government areas and 22 schools were purposively selected by the researcher. At the second stage, proportionate sampling technique was used to make equal distributions among the elements of the population. At the third stage the researcher used simple random sampling technique to select the students and purposive sampling was used in selecting Social Studies teachers who are the respondents. Questionnaire was employed to obtain data from the respondents which was made up of two sections; A and B. Section A dwelt on Bio-data of the respondents and section B dwelt on the main statements of items under investigation. The data were analyzed using percentage, mean and standard deviation to answer research question, the null hypothesis was tested using Chi-square. The findings reveal that the Covid-19 Pandemic had affected the teaching and learning Social Studies in junior secondary schools in Gusau Education Zone Zamfara State, Nigeria. The paper recommended that, government should adjust school academic calendar, and to provide e-learning programme against future occurrence of Covid-19 Pandemic problem.

Keywords: *Covid-19 Pandemic, Teaching and Learning, Social Studies.*

Introduction

Social Studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people in the society. In Britain for instance, Social Studies was introduced into the school curriculum after the first and second world wars as cure for social problems (Edinyang & Ubi 2013). Danladi (2005), defined social studies as those parts of the school general education programme which is concerned with the preparation of the citizens for participation in a democratic society. Danladi (2005), defined social studies education as a field of study of man and his activities in relation to his social, economic, political, cultural and physical environments in order to achieve understandings, skills, attitudes and values that are necessary for personal and societal development. Danladi (2005) in Akpan (2020), defined social studies as those parts of the school general education programme which is concerned with the preparation of the citizens for participation in a democratic society.

In Nigerian context, the goals of Social Studies curriculum design are aimed at building a sound and balanced mind as a basis for functional social education directed towards the development of intelligent, responsible and self-reliant citizen Social Studies has been accepted as a school subject that should help students to attain the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society (Adeyemi & Onigiobi, 2020). Njoku (2020) Social Studies curriculum is designed to build varied competencies in young people, but most importantly according to National Council for Social Studies (2013) it instils in the learners, disciplinary knowledge; inquiry, interpersonal, and critical thinking skills; respect for the underlying values of a diverse democratic society; interest in public affairs and competencies of self-government. And that each capacity contributes uniquely to responsible citizenship.

Social Studies Curriculum is concerned with what is planned, programme selected, provided and guided by the culture, experiences and knowledge of the society for the individual learners in the nation's schools. It should be noted that the needs, values, aspirations, traditions, norms, wants, desires, demands and cultures are different among the different types of people all over the world. Social studies curriculum provides an essential link between Society's aspirations and accomplishment, educational thought and practice, and Teachers and child curiosity (Akpan,

2020). Although the scope of educational disruption caused by COVID-19 is unprecedented in history, there are valuable insights within the education in emergencies field for countries across the world. In individual countries and regions, education is almost always disrupted by crises caused by armed conflict, natural disasters and sometimes, epidemics (FME, 2020). COVID-19 has highlighted a critical gap in school-based (learning) contingency planning and emergency preparedness within the education sector in Nigeria. Learning-based contingency planning is essential to ensure learning continuity during times of crisis, to protect students and educators, and to build resilience within the education sector (UN, 2021). While the government released a COVID-19 contingency plan, the information contained within the document focused on keeping schools safe during the pandemic, and counseling and providing information to the students above preventative measures and actions to take to curb the spread. While this is beneficial information, a school-based contingency plan that doesn't ensure continuity of learning despite the challenge, is incomplete. Perhaps this COVID-19 driven school closure is the crisis we needed to identify some crucial sector-wide gaps. The COVID-19 pandemic is surely not the last crisis that will threaten school continuity in Nigeria, given the increase in the number of infectious diseases worldwide, or the conflict in education in Nigeria.

It is therefore imperative that the government creates a holistic contingency plan that goes beyond addressing school-based safety measures, but also identify ways to ensure learning continuing and provide support for both students and teachers during times of crisis. Agbo, Obaido and Aruleba (2020), as of the 18th of March 2020, 107 countries had closed their schools in response to the spiraling coronavirus (COVID-19) virus. Nonetheless, some countries activated the UN's charter on alternative teaching models during the crisis period. In addition, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2020) reported that, over 800 million children and youth were affected by these countermeasures of school closures. Similarly, UNESCO (2020) noted that over 87% of the world's student population are affected by COVID-19 school closures.

The coronavirus disease 2019 (COVID-19) pandemic in Nigeria is part of the worldwide Pandemic caused by severe acute respiratory syndrome coronavirus 2 (SAR COV-2). Coronaviruses are

common in certain species of animals, such as cattle camels and bats which can be transmitted to humans. Some health experts believe that the new strain of coronavirus likely originated in bats or pangolins (Agbele & Oyelade, 2020). The sudden outbreak of COVID-19 which originated from the city of Wuhan, China, has become a major public health challenge for not only China but also countries all over the world. In fact, the pandemic has led to the total lockdown of most of the human activities in various parts of the world. The World Health Organization (WHO) announced that the outbreaks of the novel COVID-19 have constituted a public health emergency of international concern (Akuh, 2020). Infection control measures are necessary to prevent the virus from further spreading and to help control the epidemic situation. One of the control measures was the total lockdown of schools at various levels in the whole world; on March 19, 2020 Nigerian government through the federal ministry of education ordered the closure of all schools at various levels. There is no doubt that the interference of the COVID-19 pandemic had caused so many challenges on the Nigerian education system. On March 19, 2020, the Federal Ministry of Education in Nigeria approved the closure of all learning institutions (Nlebem, 2020). This abrupt closure led to significant disruptions in the education system in Nigeria; including learning modes, access to school related services, parenting routines, and crisis management capacities of the federal and state ministries of education.

The long period of school closure as a result of COVID-19 Pandemic will have significant consequences on skill acquisition and growth of school children. Closure of schools, colleges and universities does not only interrupt the teaching of students around the world, it also coincides with a key assessment period and many examinations have been postponed or cancelled as a result of COVID-19 (Agbele and Oyelade, 2020). It is worthy to note that schooling provides adequate learning but when schools close, children are deprived the opportunities for academic growth as well as academic development.

The disadvantages of school closure are enormous for under-privileged students who tend to have fewer or no educational opportunity outside school. UNESCO (2020) views that, Students have been awarded the grades based on the forecast grades sent by their teachers, but, to some extent, this would not represent the true performance of the candidates as some teachers may be biased

and either over-grade or under grade their students while predicting scores for them. COVID-19 pandemic has created a lot of havoc in the lives of many teachers and they face a lot of psychological problems such as stress, fear, anxiety, depression, and insomnia that leads to lack of focus and concentration to junior secondary schools Zamfara state. The Covid-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have affected 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries (UN, 2020 in Sadiq, Rabiu & Kagara, 2021). The crisis is exacerbating preexisting education disparities by reducing the opportunities for many of the most vulnerable children, youth and adults those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons to continue their learning. UNESCO report (2020), about 35.9 million primary and secondary school learners are currently out-of-school as a result of the school closures. For primary schools, this number totals approximately 25.6 million students, of which about 87 percent (23.5 million) are students enrolled in public schools. The numbers are just as stark for secondary school learners. Of the roughly 10.3 million secondary school students who are out-of-school as a result of the closures, approximately 81 percent (8.4 million) of them are public school students.

Objectives of the Study

To examine the impact of Covid-19 Pandemic on teaching and learning social studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria.

Research Questions

In order to guide by the investigation, the following research question was set:

How does the COvid-19 Pandemic impact on teaching and learning social studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria?

Hypothesis

Covid-19 Pandemic has no significant impact on teaching and learning Social Studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria.

Methodology

The survey research design was employed for the study. The reason is that, Survey design is used to enable the researcher to obtain information from a representative sample of the population and describe the existing situation as it is. The choice of survey design was based on the fact that the entire population cannot be covered, and also sampling would be done. Shukla (2016) Population refers to the set or group of all the units on which the findings of the research are to be applied. It consists of all the units on which the findings of research can be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalized. The population comprises of 4 local government areas, 78 schools, 48, 646 students and 253 Social Studies teachers, the total population of the study was forty-eight thousand, nine hundred and seventy-seven (48,977) which were all under Gusau Education Zone of Zamfara state.

Shukla (2020) Sampling is a part of population that represents it completely. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population. A sample size of 378 was the respondents in the study. This is based on the recommendation by the Research Advisors (2006), who recommended that for a population of 25,000 – 49,000 a sample size of 378 is sufficient for generalization at 95% confidence level and 5% Margin of Error. Multi stage sampling stage procedure was used for this research, at the first stage: two (2) Local Government Areas; Bungudu and Gusau local government areas under 22 junior secondary schools purposively selected by the researcher and the selection is based on my convenient, accessibility and proximity to the researcher. Saunders, Lewis & Thorn hill (2020) said purposive sampling is a non-probability sampling, it occurs when elements selected for the sample are chosen by the judgement of the researcher. Researcher often believe that he can obtain a representative sample by using a sound judgement, which will result in saving time and money. In Bungudu local government area 9 junior secondary schools, 139 students, and 24 Social Studies teachers were selected. While in Gusau 13 junior secondary schools, 179 students and 36 social studies teachers were selected which were the total of 378 respondents.

At the second stage, proportionate sampling technique was used to make equal distributions among the elements of population vary (students and Social Studies teachers). Proportionate is used when the elements of population vary considering in size because it ensures that those with large size have probability of getting the larger sample as those with the smaller size have the probability of getting the smaller sample. At the third stage the researcher used simple random sampling technique (using hat and draw method) to select the students and Social Studies teachers who are the respondents of the study, which Thomas (2020) stated that, each number of the population has an exactly equal chance of been selected.

The research instrument for data collection was structured questionnaire that was developed by the researcher based on variables of the study and has 13 items used in the analysis. The questionnaire was made up of two sections A and B. Section A dwelt on the bio-data of the respondents and section B covered the variables with thirteen (13) items using the four Likert Scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1) was constructed in one cluster in according with research question. The instrument used by the researcher was scrutinized for face and content validity by specialist and expert in the Department of Educational Foundations, Faculty of Education, Federal University Gusau, Zamfara State. The instrument was also pilot tested and the result was statistically analyzed the reliability coefficient using Cronbach alpha at 0.05 level of significant. Natasha (2014) in Sadiq, Rabi & Kagara (2021) the reliability coefficient of 0.05 and above was recommended for the reliability of a survey instrument which implies that reliability coefficient of variables tested has internally consisted on the study. The reliability index of 0.782 was obtained using Cronbach alpha.

Data collected were analyzed statistically using the Statistical Package of Social Science (SPSS). Both descriptive and inferential statistic were used, research questions were analyzed using mean and standard deviation with index of 2.50 and above a bench mark for Agreed and 2.49 and below as Disagreed. Null hypothesis was tested using Chi-square (χ^2) at 0.05 level of significance.

Results of the Finding

The results and interpretation of the findings of the study are presented in the tables as follows;

Table 1: Distribution of Respondents according to Status

S/N.	Categories of Respondents	Frequency	Percentage	Cumulative Percentage
1	Teachers	60	15.9	15.9
2	Students	318	84.1	100
	Total	378	100%	

Note: Research computation from field survey, (2022).

Table 1 presents the different set of respondents for the study. Respondents who identify themselves as teachers were 60 (15.9%) and constitute the minority. students were 318 (84.1%) were the majority in the study.

Table 2: Distribution of Respondents according to Gender

S/N.	Categories of Respondents	Frequency	Percentage	Cumulative Percentage
1	Male	236	62.4	62.4
2	Female	142	37.6	100
	Total	378	100%	

Note: Research computation from field survey, (2022).

Table 2 respondents who identified themselves as male were 236 (62.4%) constituted the majority, those who were identified as female were 142 (37.6%) constituted the minority, which were all the total of 378 respondents in the study.

Table 3: Respondents’ Opinion on the Impact of Covid1-9 Pandemic on Teaching and Learning Social Studies in Junior Secondary Schools in Gusau Education Zone of Zamfara State, Nigeria.

S/N.	Item	N	Mean	Std. Deviation	Decision
1.	Social Studies curriculum content has not been taught during Covid-19 Pandemic.	378	3.86	0.42	Agree
2.	Social Studies instructional resources have been provided for e-learning during Covid-19 Pandemic.	378	1.14	0.40	Disagree

3.	Social Studies teaching and learning programmes have been affected by Covid-19 Pandemic.	378	3.81	0.47	Agree
4.	Covid-19 Pandemic has obstructed the annual school calendar of junior secondary school.	378	3.83	0.42	Agree
5.	Covid-19 Pandemic delayed the graduation of junior secondary schools' students.	378	3.74	0.55	Agree
6.	Students have attended extra moral classes during Covid-19 Pandemic.	378	1.58	0.62	Disagree
7.	Covid-19 Pandemic delayed the promotion of junior secondary schools' students to the next level of studies.	378	3.19	0.61	Agree
8.	Covid-19 Pandemic brings about massive drove out of junior secondary school students from the school.	378	2.95	0.53	Agree
9.	Covid-19 Pandemic had suspended all extra-curricular activities in junior secondary Schools.	378	3.60	0.58	Agree
10.	Covid-19 Pandemic resulted in the suspended of Internal and external examinations activities	378	3.39	0.65	Agree
11.	Year of entry into the junior secondary schools has been truncated due to Covid-19 Pandemic.	378	3.23	0.69	Agree
12.	Social Studies students have participated in online learning.	378	1.34	0.59	Disagree
13.		378	3.43	0.60	Agree

Social Studies students have not been taught at home during the pandemic.

Cumulative Mean 3.00
Decision Mean 2.50

Note: Research computation from field survey, (2022).

Table 4 reveals that Covid-19 Pandemic has affected the teaching and learning programme of junior secondary school students in Gusau education zone of Zamfara state. The findings of the study on research question indicated that all the scores of means were greater than the decision mark of 2.50 except on item 2, 6 and 12 which have 1.14, 1.58 and 1.34 respectively. Also, the cumulative mean was 3.00 which is above the decision mean. Thus, there is evidence to show that Covid-19 Pandemic had affected the teaching and learning Social Studies in junior secondary school in Gusau education zone, Zamfara State, Nigeria.

Hypothesis

Covid-19 Pandemic has no significant impact on teaching and learning Social Studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria.

Table 4: The Chi-square analysis showing impact of Covid-19 Pandemic on teaching and learning Social Studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria

Opinion	Obs Frq	Expect frq	df	a	X2-cal	X2_tab	P-value	Decision
No Impact	98.28 (26%)	135.78 (50%)	3	0.5	146.17	3.15		Ho
Impact	279.72 (74%)	135.78 (50%)					0.00	Rejected

Values in parentheses are percentages (X2 = 146.17, df = 3, p = 0.05>0.00)

As show in table 4. The finding of the Chi-square reveals that Covid-19 Pandemic had affected the teaching and learning Social Studies in junior secondary school in Gusau education zone,

Zamfara State, Nigeria. The calculated p-value was (0.00) which is lower than the 0.05 level of significance. Therefore, null hypothesis which states that Covid-19 Pandemic has no significant impact on teaching and learning Social Studies in junior secondary schools of Gusau Education Zone of Zamfara State, Nigeria is rejected. This implied that Covid-19 Pandemic had affected the teaching and learning Social Studies in junior secondary school in Gusau education zone, Zamfara State, Nigeria.

Discussion of Finding

The finding reveals that, Covid-19 Pandemic had impact of teaching and learning of Social Studies in junior secondary school in Gusau education zone, Zamfara State, Nigeria. ($p = 0.00$ or $<\alpha = 0.05$). Findings of the research question revealed that Covid-19 Pandemic affected the teaching and learning Social Studies in junior secondary schools in Gusau Education Zone. This was further confirmed by the hypothesis, which shows that the outcome of teaching and learning of Social Studies due to Covid-19 Pandemic was significant, implying the Covid-19 Pandemic significantly influenced facet of teaching and learning Social Studies in junior secondary schools in Gusau Education Zone of Zamfara State, Nigeria. The finding agreed with the study of Sadiq, Rabi and Kagara (2021) who found that, “Covid-19 Pandemic has affected the teaching and learning programme in basic education delivery in Nigeria”. It is also reported that United Nation (2020) the Covid-19 Pandemic has created the largest disruption of education system in history, affecting nearly 1.6 billion learners in more than 190 countries. Closures of schools and other learning spaces have impacted 94 percent of the world students’ population, up to 99 percent in low-middle income countries.

The finding reported the study of Eze, Sefotho, Onyishe & Eseade (2021) that the challenges and barriers to education imposed by Covid-19 Pandemic to include schools’ closures or loss of academic session, poor learning and unequal access to education opportunities and difficulties associated with homeschooling. School attendance is one of the best public tools available to raise a child’s skills, awareness and ability. The paper also corroborated with the study of Agbele & Oyelade (2020) that, Covid-19 Pandemic had interrupted the teaching and learning process around the world. It is also conceding with a key assessment period and many examinations have been

postponed or cancelled as a result of Covid-19 Pandemic. While Akuh (2020) stated that, the effect of the Pandemic is alarming in the education system of the nation.

Conclusion

The study concluded that, Covid-19 Pandemic has significant impact on teaching and learning Social Studies in junior secondary school Gusau Education Zone, Zamfara state, Nigeria. Consequently, Covid-19 Pandemic has influenced the teaching and learning of Social Studies. Therefore, the effect of Covid-19 Pandemic has destructed the teaching and learning Social Studies in junior secondary schools in Gusau Education Zone, Zamfara state, Nigeria.

Recommendations

Based on the findings of the study the recommended that, government should adjust schools' academic calendar and provide e-learning programme against future occurrence of Covid-19 Pandemic problem.

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