



STAGGERED SCHOOL CALENDAR AND STUDENT'S PERFORMANCE IN PHYSICS IN EDUCATION DISTRICT IV OF LAGOS STATE, NIGERIA

Veronica Folasade Titilayo Babajide

*Department of Science Education, Faculty of Education,
University of Lagos, Nigeria*

Amosu, John Mautin

*Department of Science Education, Faculty of Education,
University of Lagos, Nigeria*

ABSTRACT

The study examined the connection between staggered school calendar and students' performance in Physics in Education District IV of Lagos State, Nigeria. The study adopted a sequential-explanatory mixed method design. A quantitative approach was used for collection of secondary data (WAEC results) while the qualitative approach was used to obtain the opinions of the participants in a Focus Group Discussion on the topic of the study to ascertain the reasons for the trend observed in the physics results in the past six years in the location of study. A total of six (6) SS2 physics students were purposively selected from nine (9) schools each to make up a total sample size of fifty-four (54) students used in the district. Three (3) research questions guided the study and ATLAS.ti version 8 was used to answer the research questions. The results showed that staggered school calendar does not affect students' performance in Physics but affected their study habits and that the students preferred face-to-face, regular classes to the staggered school calendar. Thus, the researchers suggested that the government can increase the time students spend in school to study, and there can be two sessions per day (morning and afternoon) instead of alternate days.

KEYWORDS: Staggered school calendar, Physics, Performance, COVID-19, Secondary Schools

***CORRESPONDING AUTHOR:** Veronica Folasade Titilayo Babajide Department of Science Education, Faculty of Education, University of Lagos, Nigeria. Email: vbabajide@unilag.edu.ng

INTRODUCTION

The Coronavirus Disease of 2019 (COVID-19) belongs to the family of coronaviruses. It is a single-stranded enveloped virus with a complex compound of high molecular weight that functions in cellular protein synthesis and replaces DNA (deoxyribonucleic acid) as a carrier of genetic codes (Farayibi & Asongu, 2020). From the year 2000 to date, the world has experienced three outbreaks of coronaviruses namely Severe Acute Respiratory Syndrome Coronavirus (SARS-COV) in



2003, Middle East Respiratory Syndrome Coronavirus (MERS-COV) in 2012, and COVID-19 in 2019. With the recent outbreak of COVID-19, every human activity around the world was shut down for over a period of six months on average, to prevent the further spread of the disease according to the World Health Organisation (WHO) recommendation. This had severe impact on how schools' functioned.

In Nigeria, the first case of COVID-19 was recorded on the 27th of February, 2020. By March 11, the Director-General of World Health Organisation (WHO), Tedros Adhanom Ghebreyesus, declared COVID-19 a global pandemic. In response to this, the Nigerian government ordered a lockdown of two states—Lagos and Ogun— and the country Federal Capital Territory (FCT), Abuja. These were places where the cases of COVID-19 were predominant in the country (Obiamo, Reuben & Elekwaeli, 2020). The government also declared a curfew within the two states with the FCT and also ordered restriction of inter-state movements within the country. All these were attempts to prevent the further spread of the virus (Odotola, 2020). To further limit the spread of coronavirus, social isolation policies were implemented and educational institutions from primary schools to tertiary institutions were shut down. In response to the declaration of the Federal Government of Nigeria, the Lagos State government shut down all schools, both public and private, and the shutdown cut across all the levels of education: preschools to tertiary institutions (Ariyo, 2020). Based on the federal government's directive that school should be reopened, Lagos state government developed a model called "Staggered School Calendar" to operate its public schools

The staggered school calendar, especially in secondary schools, only permitted students to attend school on alternating days, due to their large populations. Students in Senior Secondary School classes 1 and 3 attended schools on Mondays, Wednesdays and Fridays while students in Senior Secondary School class 2 attended school on Tuesdays and Thursdays. The essence was to have few numbers of students that would not be more than maximum of 30 in each class at a time to prevent crowded classrooms and possible spread of covid-19 among students and the teachers.

REVIEW OF RELATED LITERATURE

Literature searches showed the following research reports on the effects of COVID-19 lockdown on academic activities in schools. Akinyemi (2021) reported that due to the schools closure, especially the primary and secondary schools, the number of out of school children increased by 25%. He further opines that it will be difficult to return them to school when the schools reopen. In line with this report, UNESCO (2020) reported that after health crises, 25% of students in Liberia, 13% of students in Sierra Leone, 2-9% in the US did not go back to school after school reopened however, low income countries have higher dropout rate after the reopening of schools. Furthermore, Akinyemi and Oladipo (2019) investigated the impact of economic lockdown on teachers and school managers in Lagos State as the major stakeholders in schooling. They affirmed that the majority of the private school teachers and managers thought that the lockdown should be over as soon as possible while the public-school workers were indifferent about their position on the quick reopening of schools.

On the other hand, the research report of Guthrie et al. (2020) shows that there are variations in the methods adopted by schools on re-opening which ranges from the use of masks, reduction of student population, adoption of staggered calendar (morning and afternoon shift/alternative days) and reopening was meant only for younger students in some countries. In line with the above reports, Ariyo (2020) affirmed that the government provided and trained physics teachers on how to effectively use various online platforms to meet the demands of teaching all the topics in the scheme of work within a limited



time. She also noted that teachers had prepared to sacrifice their time and energy to make up for the lost time. However, very few researches have been conducted on staggered school calendar and performance of students in Nigeria. Oshofodurin (2020) argues that the staggered school calendar could influence the physics students' performance in future external examinations such as West African Examination Council (WAEC). Hence, this study investigated the influence of staggered school calendar on students' academic performance in Physics, with focus on Education District IV of Lagos State, Nigeria in other to provide an empirical report on the topic of the study.

STATEMENT OF THE PROBLEM

Students' good performance in internal and external examinations is the main focus of any government which can be achieved in a formal school setting. Students at any level of formal educational institution would go to school every day of the working week from Monday to Friday in a normal situation before the covid-19 pandemic lockdown. During the first phase of the lock down, Lagos state government and some other states in Nigeria organised on- line teaching for students at the junior and senior secondary school levels because of the importance of education being the bedrock of national development generally and science education specifically.

The on-line teaching has its own challenges. Students experience diverse challenges which ranged from poor internet connectivity, poor electricity supply, lack of data, absence of android phones and poor online learning skills amongst others. Hence, students find it difficult to cope. There was pressure on the government from all sectors of society to ease the lock-down and to re-open schools. After the first phase of the lockdown, schools were re-opened; however, there were covid-19 policy protocols such as maintaining social distance, the use of nose mask, hand washer, and the use of hand sanitizer.

The covid-19 protocol of social distance called for the staggered school calendar organised by the Lagos State government to reduce further spread of the virus among secondary school students. With the staggered school calendar, students do not go to school every day but go to school three times in a week. Others go to school two times in a week. The staggered school calendar reduced students close contacts with each other and there were lesser students in school. The staggered school calendar may probably have effect on the performance of the students especially in physics which is a subject that students perceived abstract and requires so many calculations and practical exercises. The nature of physics requires more time and constant study and effective practice on the part of the students for excellent performance in internal and external examinations such as in West African Examination Council (WAEC). National Examination Council (NECO) and Joint Admission Matriculation Board (JAMB) Examinations. Hence this study focused on the staggered school calendar and students' performance in Physics in Education District IV of Lagos State.

PURPOSE OF THE STUDY

The main purpose of this study was to determine the influence of staggered school calendar on students' performance in Physics in Education District IV. Specifically, the study examined:

1. the trend of performance in Physics among Secondary School students in Education District IV of Lagos State;
2. the influence the current staggered calendar being operated in Lagos state has on the performance of students in Physics in Education District IV of Lagos State; and
3. the general perception of the students about the staggered calendar in Education District IV of Lagos State.

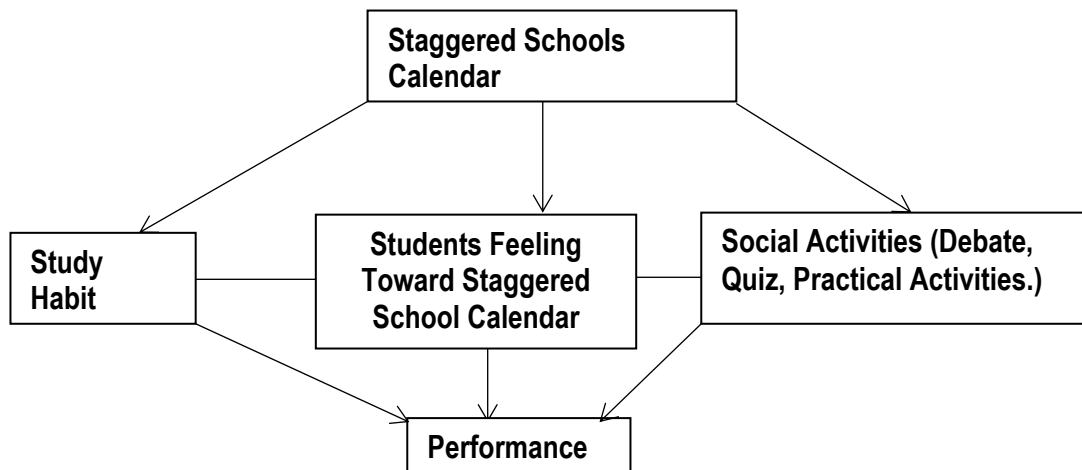


RESEARCH QUESTIONS

The following research questions guided the study;

1. What is the trend of performance in Physics among Secondary School students in Education District IV of Lagos State?
2. What influence does the current staggered calendar being operated in Lagos state have on the performance of students in Physics, in Education District IV of Lagos State?
3. What is the general perception of the students about the staggered calendar in Education District IV of Lagos State?

CONCEPTUAL FRAMEWORK



The study focused on the students’ study habits during the COVID-19 pandemic. Students’ feelings toward staggered school calendar and social activities like the school debates, quiz competitions among others were the sub-variables of the independent variable (Staggered school calendar) on Performance of students in physics which is the dependent variable.

METHODOLOGY

This study adopted sequential-explanatory mixed method design (Quan→QUAL). The design enabled the research to adopt both quantitative and qualitative approach. The quantitative approach facilitated the collection of secondary data from the study participants on the result of secondary school students in Education District IV, Lagos. The collected information served as baseline information for the qualitative aspect. Also, the qualitative approach was used to ascertain the reasons for the trend observed in the physics results in the past six years. Nine (9) public secondary schools were selected from the Education District IV. Past Physics results in WAEC of the students were obtained from their respective sampled schools; the secondary data collected were analysed using descriptive statistics executed on Microsoft Excel while interviews, conducted through Focus Group Discussion (FGD) sessions, were used for the qualitative data collection. Nine (9) research assistants were trained on how to collect data using the Focus Group Discussion Guide (FGDG).

The participants for this study were 54 senior secondary school, two students from the nine sampled public schools in Lagos Education District IV. The sample was selected from a population of 224 physics students from the nine (9) schools, whose approval was granted in the education district and whose principals were ready to participate in the study. The consent of each participant physics students was sought before the Focus Group Discussion (FGD) of six students (6) comprising 3 boys and 3 girls commenced in each school. The participants for the qualitative data collection in this research study belonged to homogenous group of 54 SS2 students of 27 boys and 27 girls in the Lagos State Education District IV of Nigeria. Each of the focus group discussion sessions was recorded with the study participant's approval, though anonymity requirement necessitated the use of the pseudonyms preferred by each participant when referred to. The trained research assistants (interviewers) recorded all interviews, in addition to taking field notes. Once all the interviews were completed, each audio file was transcribed. The interviewers transcribed each recording and saved all data to a nondescript password-protected file on the interviewer's computer. Member checking was used to ensure respondent validation, to enhance study credibility, accuracy, and transferability. The analysis was carried out using ATLAS.ti version 8, a Computer-aided Qualitative Data Analysis Software (CAQDAS). The software aided the generation of the themes, major topic, categories and figures presented in the results.

FINDINGS AND DISCUSSIONS

The findings of this study were done based on the research questions that guided the study and themes generated from the interview sessions.

Q1: What is the trend of performance in Physics among secondary school students in Education District IV Lagos State?

Table 1: shows the trend of performance in Physics among secondary school students in Education District IV presented as the cumulative results of physics in WAEC based on grades.

Table 1: Cumulative Result of Physic Students in WAEC on Grades (2015-2020) in Education District IV

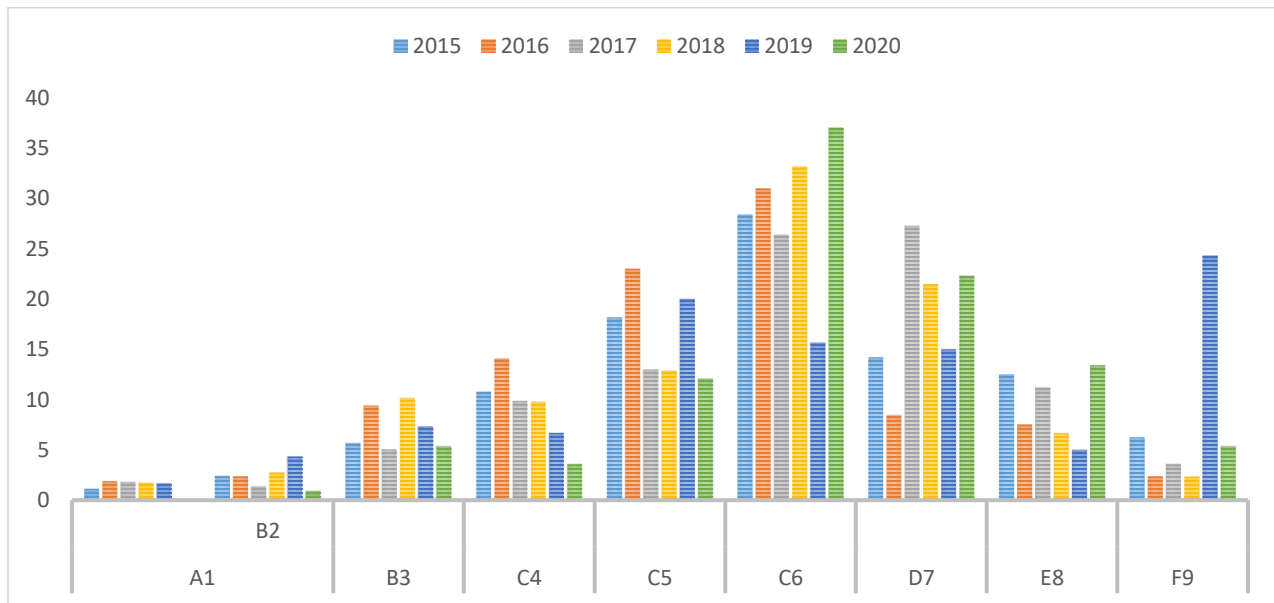
		Number of students/ percentages per each grade								
Years	No of candidates	PASSED					FAILED			
		A1 F(%)	B2 F(%)	B3 F(%)	C4 F(%)	C5 F(%)	C6 F(%)	D7 F(%)	E8 F(%)	F9 F(%)
2015	176	2(1.13)	5(2.40)	10(5.68)	19(10.80)	32(18.18)	50(28.41)	25(14.20)	22(12.50)	11(6.25)
2016	213	4(1.88)	5(2.35)	20(9.39)	30(14.08)	49(23.00)	66(30.99)	18(8.45)	16(7.51)	5(2.35)
2017	224	4(1.79)	3(1.34)	13(5.03)	22(9.82)	29(12.95)	59(26.34)	61(27.23)	25(11.16)	8(3.57)
2018	256	3(1.71)	7(2.73)	26(10.16)	24(9.76)	33(12.89)	85(33.20)	55(21.48)	17(6.64)	6(2.34)
2019	300	5(1.67)	13(4.33)	22(7.33)	20(6.67)	60(20)	47(15.67)	45(15)	15(5.0)	73(24.33)
2020	224	-	2(0.89)	12(5.36)	8(3.57)	27(12.05)	83(37.05)	50(22.32)	30(13.39)	12(5.36)

Source: WAEC Office, Lagos, Nigeria February, 2021

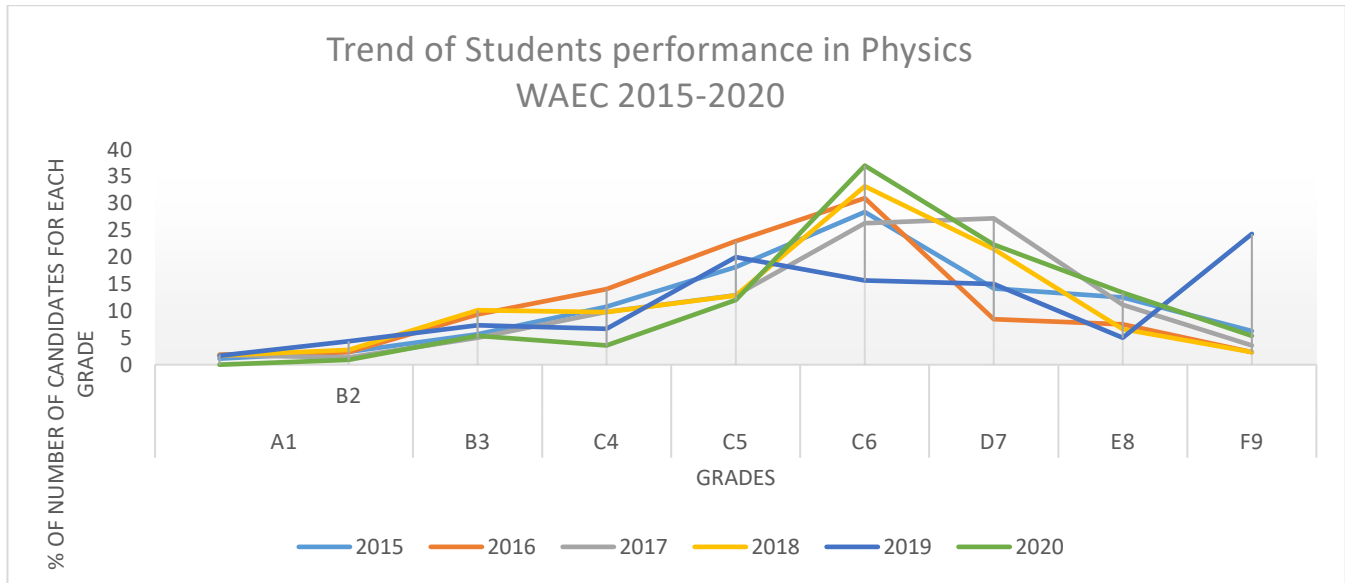
Table 1 presents the past results of students in Physics, indicating the periods before and during the staggered calendar. The result revealed slight difference in the WAEC results over the years; the distinction rate was low, students passed with



credit and students who got D7 - F9, that is, those who failed were many. In 2020 which was the major phase of the pandemic in Nigeria, the Lagos State Government intervened; teachers were trained on online learning model system for online teaching while government also distributed smart phones and radios (randomly) to senior secondary school students to access learning materials online. These reflected in the 2020 Physics WAEC results as shown in the table 1 above. Although the students came to school in alternative days, 58.12% scored between the grades of B2 and C6 which is slightly better than the previous results when there was no pandemic. The result in table 1 is plotted in the chart below in figure 1. Figure 1: The chart below is the presentation of the trend of performance in Physics among Secondary School students in Education District IV.



Source: WAEC Office, Lagos, Nigeria February, 2021



Source: WAEC Office, Lagos, Nigeria February, 2021

From Figure 1, findings from the secondary data collected and plotted in the above figure revealed that there are minimal differences in the results over the years (from 2015-2020)

Q2: What influence does the current staggered school calendar being operated in Lagos state have on the performance of students in Physics, in Education District IV?

Influence of the Staggered School Calendar Used in Lagos State on the Performance of Students in Physics, in Education District IV. Themes generated from the FGD revealed the various areas the staggered School calendar has impacted on the physics students.

As shown in Figure 2, the students extensively explained different areas in which they felt the staggered school calendar have affected their studies.

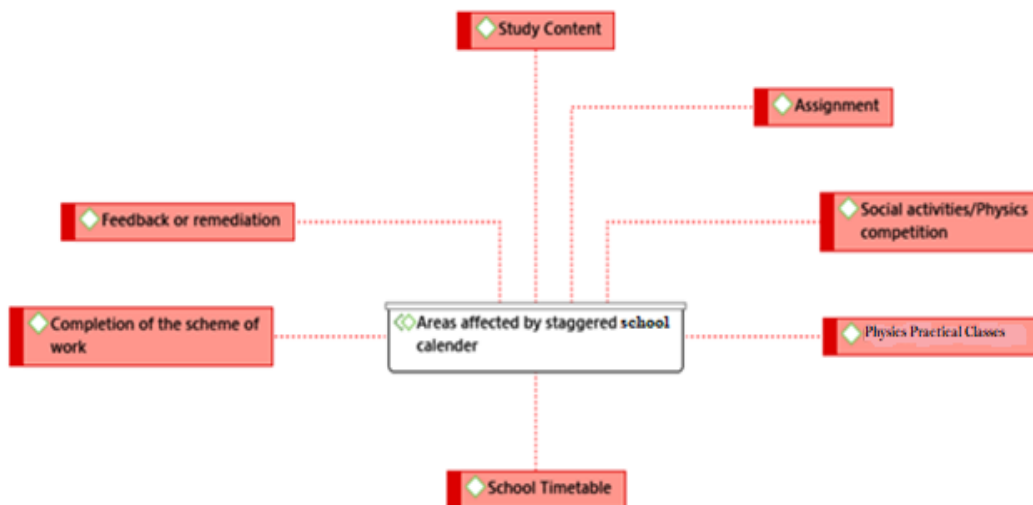


Figure 2: Academics Areas affected by staggered calendar



- **Study content:** As indicated by the students, the teachers found it so difficult to cover the set-out study content. Nifemi, one of the participants from FGD 5 explained that teachers skipped topics they were supposed to teach because of insufficient time. His assertion was backed by Emmanuel, a respondent from FGD 3 who said that students *“have limited time coming to school to study. So, at the end we don’t really cover much that will help us to study for exams.”*
- **Completion of the scheme of work:** Sequel to the above, the students mentioned that it is difficult for teachers to complete the scheme of work because of the staggered calendar. Omzy Star (FGD 4) said they *“were not able to complete the scheme of work because of shortage of time”*.
- **School timetable:** The students emphasised on the negative way the overcrowded timetable affected them. One of the participants in FGD 1, Chidima, said *“the time table is too packed in such a way that another teacher comes immediately one goes out, which does not give room for meditation and digestion”* thereby affecting the assimilation level of the students.
- **Assignment:** The students complained that teachers did not have time to give assignment because of the nature of the calendar. In the opinion of Emmanuel (FGD 3), *“Teacher finds it hard to give out assignment to student at this time. Teachers only focus on the topic they want to teach”*. Also, Isaac (FGD 3) supporting the assertion, averred that teachers *“don’t have time to give out assignment. We only have physics on Tuesday, when we come on Thursday which we don’t have physics, so there is no way the teacher will follow up on what we are doing in physics. And sometimes, physics teacher will not come to school saying we don’t have on that day.”*
- **Feedback and remediation:** Another aspect affected is the lack of feedback and remediation. One of the students, Isaac (FGD 3) pointed out that *“there is no way the teacher will follow up on what we are doing in physics”* due to the alternative days of school.
- **Physics practical:** The students also pointed out how the staggered calendar affected their physics practical classes.

Study duration during the staggered calendar

Another cogent point raised by the student is the allotted time for study in school. As displayed in figure 3 (below), most of the students expressed their dissatisfaction with the insufficient time. The students mentioned that the limited time they spent in school during the staggered school calendar has affected the number of days spent in school as well as the period allotted for physics. Instead of five days, most of them went to school for two days. Ogechi, a participant in FGD 1 mentioned that students *“come to school on Tuesday and Thursday, which is not enough to cover what they need to learn”*. Omzy Star from FGD 4 said *“before the Covid 19 pandemic, they were closing at 3pm but now they close at 1pm, so the early closure affected them and they lagged behind some schools.”* Solomon, a participant in FGD 1 mentioned that *“we study physics about three times a week before covid19 but now, physics is done once in a week and this affect our study”*. This statement corresponded with what was said by Victoria from FGD 2, who said that they *“study physics in school only once a week on Thursdays and is only one hour”*. The consequence, as noted by Saheed (FGD 7) was that teachers did not have enough time to explain the topic being taught clearly to the students.

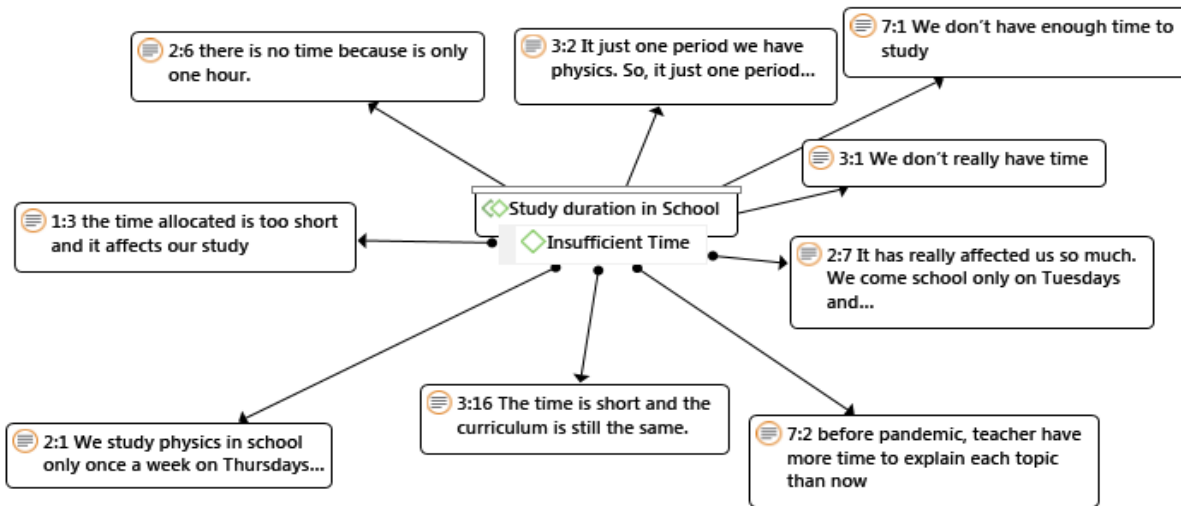


Figure 3: Responses on Study duration in school during the staggered school calendar

Study Location during the staggered school calendar and its Effect on Students' Study Habits

The newly adopted school calendar did not give enough opportunity to students to study fully in their schools. Hence, the home became an alternative location for their study. Figure 4 displays factors highlighted by the students when explaining why they detest studying at home.

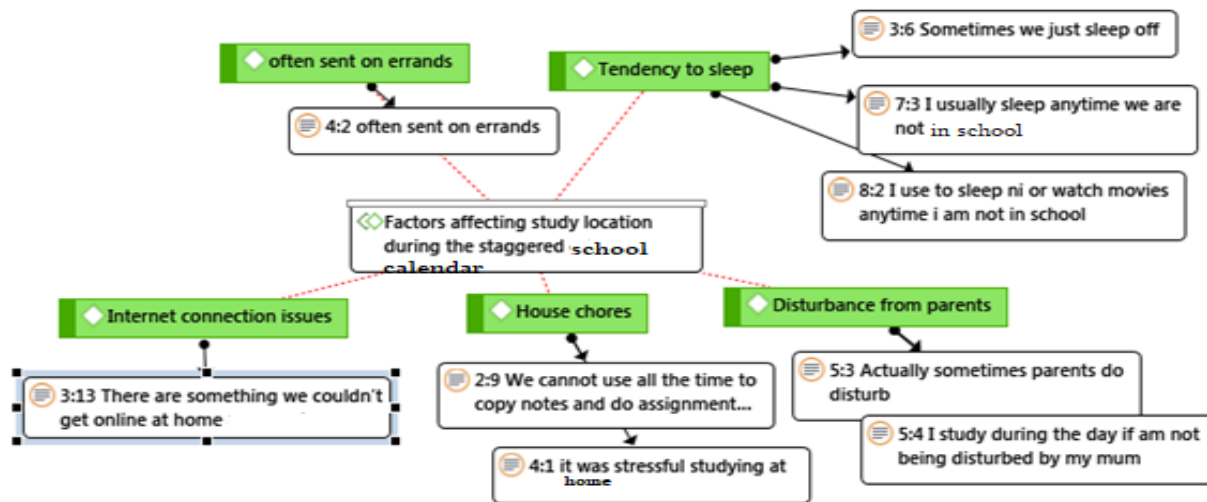


Figure 4: Factors affecting study location during the staggered school calendar

The reasons adduced by the students for their dislike for studying from home include the following:

Distractions at home while studying - some of the students mentioned how their parents cared less about the necessity of concentration during study. Esther from FGD 5, commented that “I study during the day if I'm not being disturbed by my mum...” Feranmi also from FGD 5, supported her assertion by stating that “sometimes parents do disturb, so I have to find another time to read and I prefer to read at night”. The students complained that they were being sent on errands at home and sometimes encumbered with house chores when staying at home. Hence, they had insufficient time to study and this affected their studies. Ade, a student from FGD 8 said that “I only study when I see small chance ni oo because I am the



only child and I see to help my parents at home...” Victoria from FGD 2, expressing her mind on challenges faced while studying at home commented that,

We do not have time to do our assignments in different subjects because there are several notes to write at home combined with house chores. We cannot use all the time to copy notes and do assignment because of house chores.

Tendency to sleep while studying at home- Emmanuel from FGD 3 mentioned that as students, “sometimes we sleep off”. John from FGD 7, said “I usually sleep anytime we are not on” Segun from FGD 8 was so blunt to state that “I use to sleep ni o or watch movies anytime I am not in school”

Internet connectivity issues - The students also mentioned that sometimes there are issue with connecting to classes through the internet while at home. Teniola, a respondent from FGD 3 complained that “there are sometimes we couldn’t get online at home...”

Challenges Students Encountered during Staggered School Calendar

The government made provision for online classes in order to keep students academically engaged during the COVID-19 lockdown. However, some students found it difficult to cope because of lack of smart phone to connect to classes; and social media distractions. “Many students do not have smartphones to join the online classes”, (Joy, FGD 2). One of the participants from FGD 5, pointed out that some parents did not have phones which their children could use. However, the participants made reference to the fact that the government provided phones for the students but the issue was that the phone were randomly distributed and most of the students could not benefit from the distribution– Another challenge identified by the participants is the distraction encountered while having classes online. Zra (FGD 6) explained that she had always been a victim of social media distraction,

“I spend a lot of time on instagram and facebook. It takes my time a lot. Sometimes, when I am reading, I will just say let me go out check something online, from there I will enter facebook and waste my time there”. (Zra, FGD 6 participant)

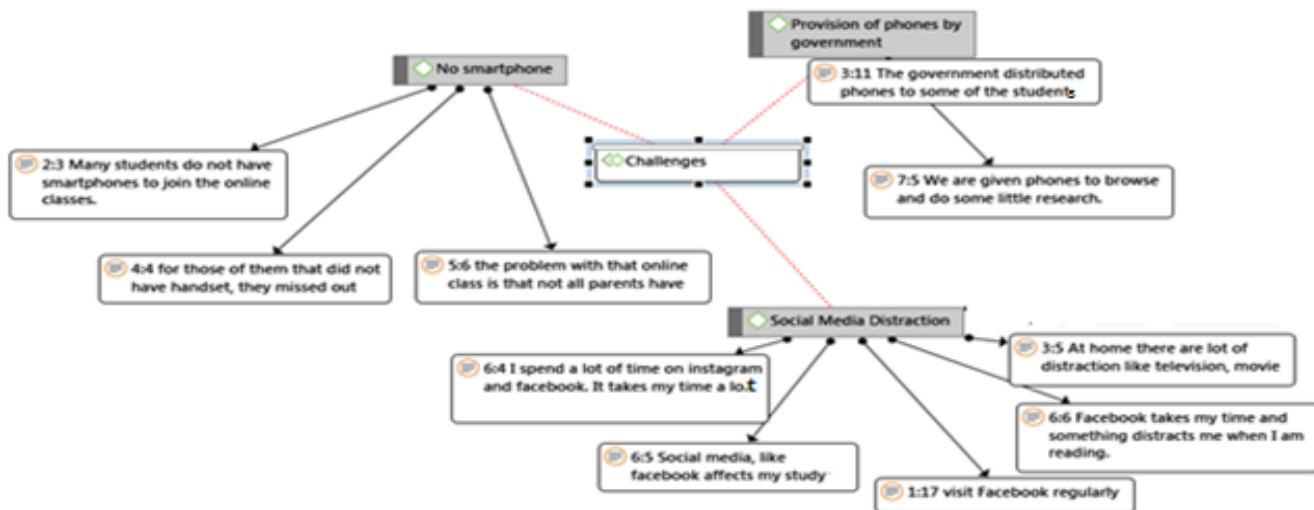


Figure 5: Challenges students encountered during staggered school calendar



Effect of the Staggered School Calendar on Students' Study Habit

Another theme generated from the findings is the personal effect staggered School calendar had on individual student's study habit. From the interview sessions, it was observed that most of the students had poor study habit and they mostly depended on teachers' encouragement to study. Most of them felt like studying only when they were in school environment. The students shared their experiences, with some sense of sincerity. They pointed out some of the negative effect the staggered School calendar had on their study habit. These include:

Lack of discipline: Three of the interviewees indicated that irregular school days caused them to be lazy. Israel said that coming to school on alternate days "makes me lazy and I don't usually wake up early especially on those days I am not coming to school". Instead of reading, some were just wasting time sleeping. Emmanuel from FGD 3 felt that studying at home caused a "lot of distraction like television, movie. Sometimes we just sleep off" Similarly, Emmy (FGD 4) believed that "coming to school on alternative days encouraged laziness" This consequently had negatively affected the study habits of the student.

Lack of personal interactions with the teachers: A participant, Solomon (FGD 1) unequivocally stated that study at home, it "is not like being in school to study, or having face to face encounter with the teacher to ask questions in area of difficulties". The above quotation by Solomon shows that students depended solely on their teachers as they cannot study on their own. Hence, with staggered calendar, the students' study habit declined due to absence of personal contacts with their teachers.

Lack of passion to study: Without passion, it may be difficult for the student to have stable study habit; the situation has caused some of the students to lose passion for their studies. A student from FGD 8 said she felt lazy when it was time for school; another student with almost similar experience said he was no longer encouraged to study because of the staggered school calendar.

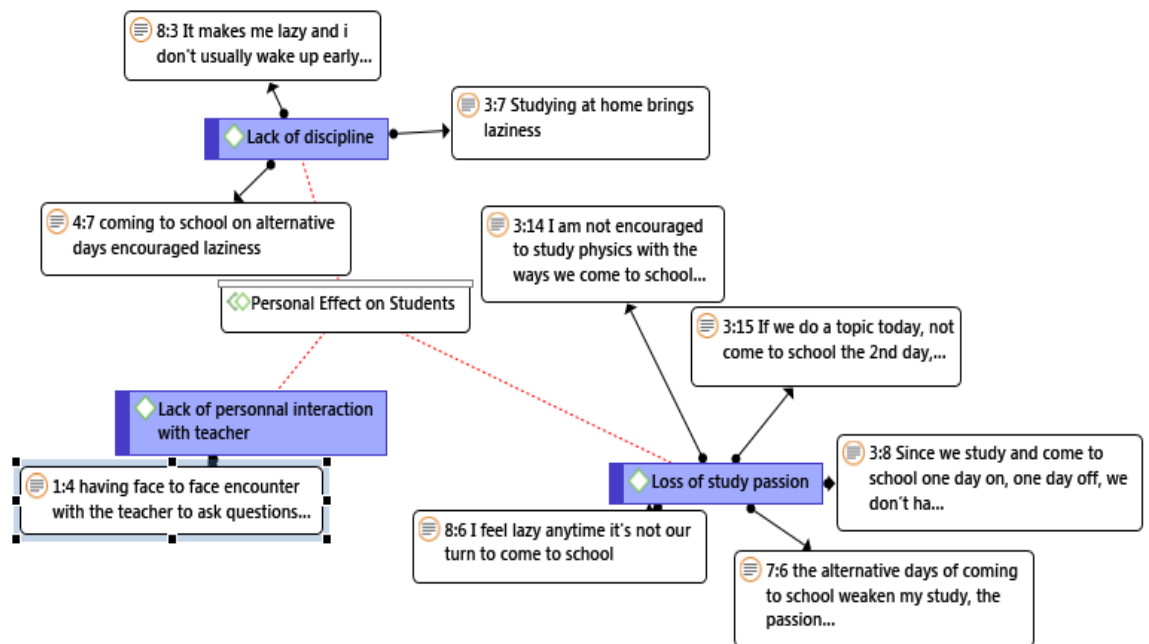


Figure 6: Effect of the staggered school calendar on students' study habit



The students had earlier expressed their displeasure as most of them claimed that staggered School calendar had affected their studies negatively. However, further interview by the researchers revealed that the activities the students engaged in when they are out of school can also disturb their study habits and performance in physics. While some of the students engaged in educational activities, there were some who played away their time on pleasures. Following from this, the researchers, therefore, grouped the students' activities into two: (a) activities that directly link with physics such as (i) student online group meetings; (ii) personal practice (iii) extra classes (iv) personal activities; (b) other activities such as (i) playing Games (ii) involvement in apprenticeship

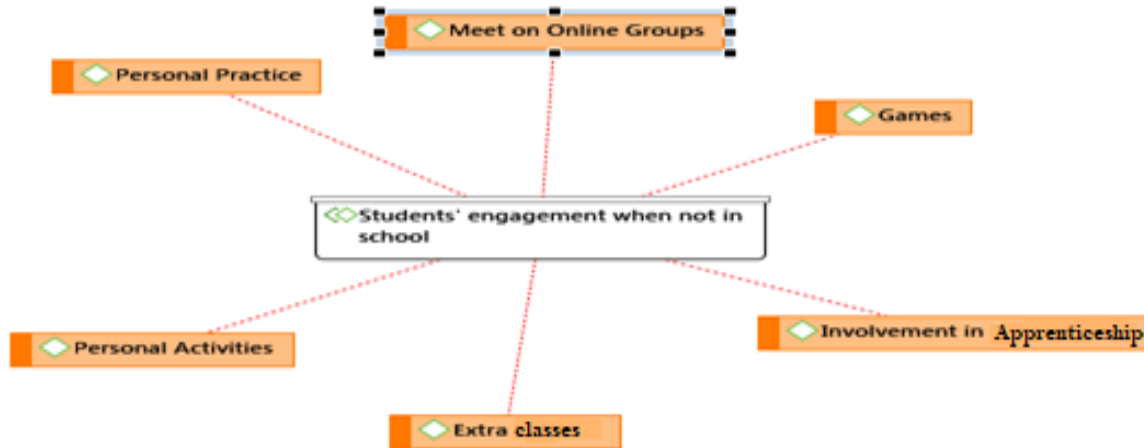


Figure 7: Activities students engage in when not in school

Effect of the Staggered School Calendar on the performance of students in Physics

From the foregoing, it is obvious that the staggered calendar being used, due to COVID-19 pandemic, affected the study habits of students and this has led to low performance in Physics. Some students said the situation caused them to have low scores because of inadequate explanation from the teachers and inability to comprehend what they were being taught. Mercy, a participant from FGD 2 shared her experience that *“when try to get the equations to solve the problem, we do not have time to get the equations and it cannot be solved online when we get to class in real time, there is no time because is only one hour”*. This further resulted into failure in Physics. Some of the students who have been so used to being guided word for word by their teachers suddenly found themselves in a situation that cut them off, almost completely from the teachers; hence they found it a bit hard to stabilize.

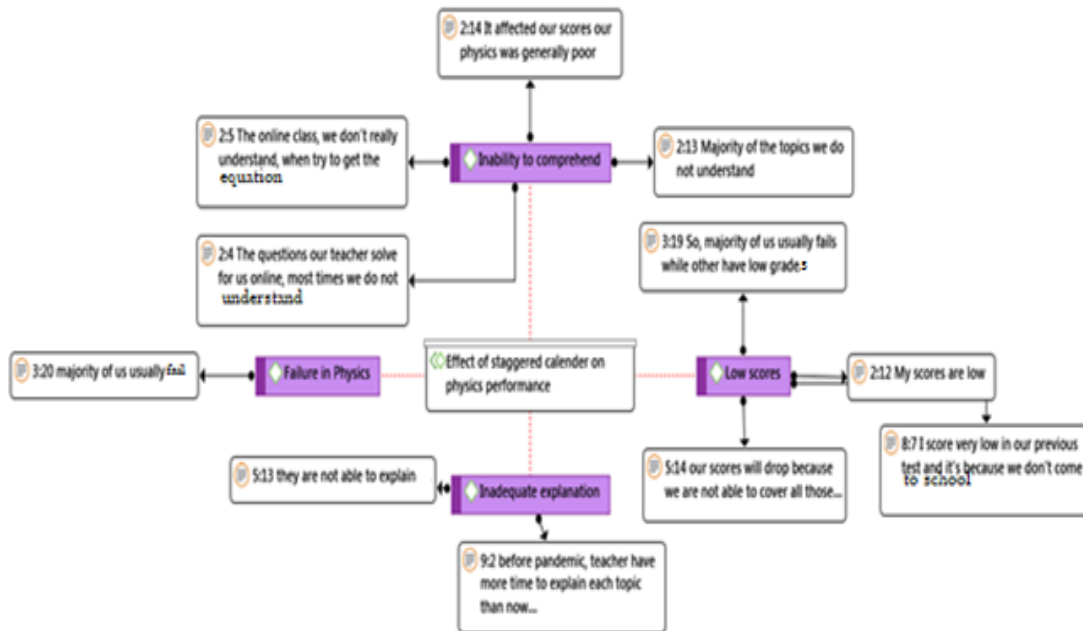


Figure 8: Effect of the staggered school calendar on the performance in physics

Q3: What is the general perception of the students about the staggered School calendar?
Perception of Students about the Staggered School Calendar

From the findings and discussion above, it is clear that the students prefer face-to-face, regular classes to the staggered school calendar. Responses gathered from the interview are presented in figure 9.

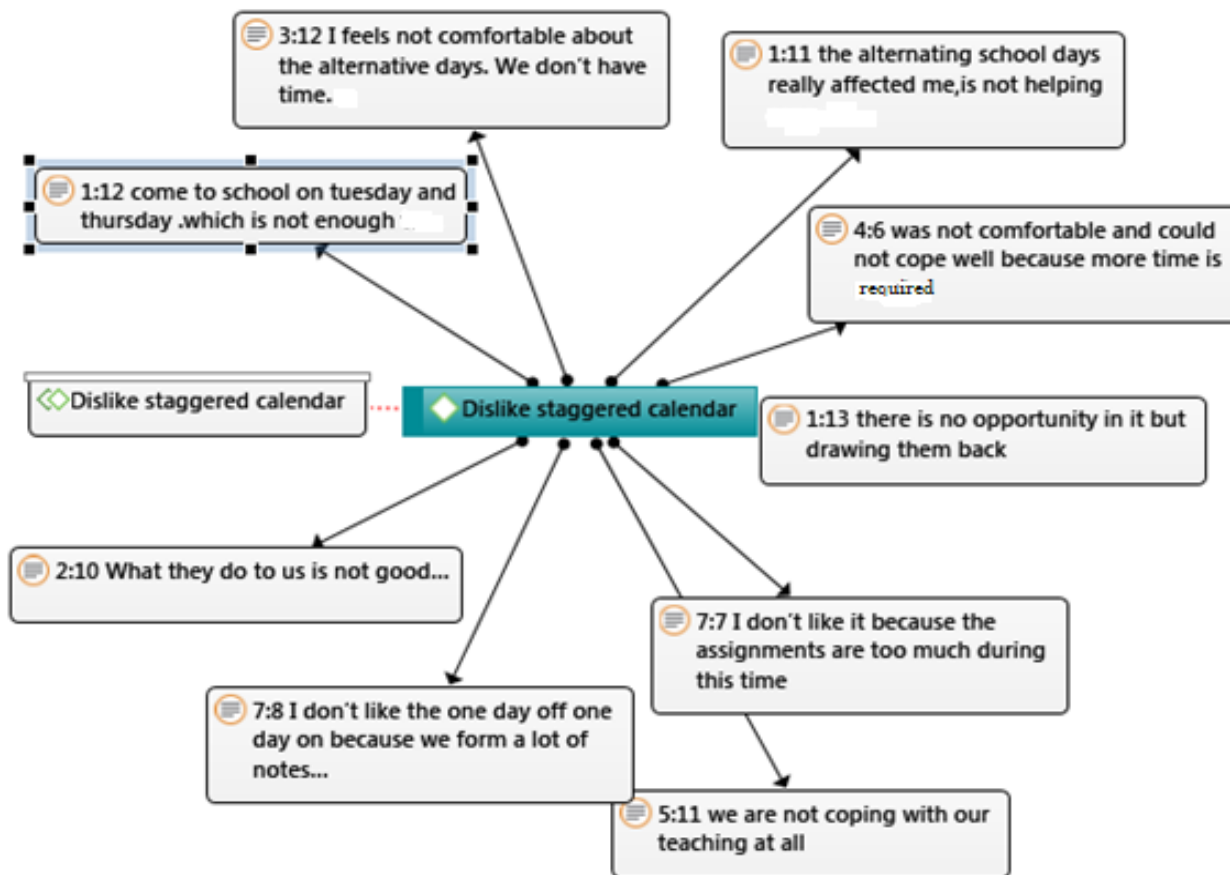


Figure 9: Perception of students about the staggered school calendar

From figure 9, Chidima from FGD 1 pointed out that “the alternating school days really affected me, is not helping...” Ogechi, also from FGD 1 supported that coming to school on Tuesday and Thursday is not enough to cover what they need to learn in physics. Esther FGD 5, said as students, they are not coping with their studies at all. Hence, in summary, students do not like the staggered school calendar because they believed it has affected their study habits, practical, assignment, and all areas of their studies.

CONCLUSION

Based on the findings of this study, the researchers conclude that the staggered school calendar used in Lagos State at the time of collection of the data for this study does not have negative effect on the performance of students in physics because the performance of physics students during staggered school calendar was slightly better than previous WAEC results in physics. This was as a result of the intervention of the Lagos state government in the training of teachers and in the provision of basic amenities such as provision of android phones, radios, and on-line teaching to keep students busy during staggered school calendar period for improved performance in school subjects generally and physics in particular.



The results of the interview from focus group discussion showed that staggered school calendar has influenced the study habits and performance of students in Physics. However, it was observed that most students have no orientation on how to study personally. Some of them felt their free time at home should only be used for pleasure and other activities coupled with parent engagements. This explains why the staggered school calendar was seen as a weapon to disrupt their studies. Hence, the students prefer face to face interaction with their physics teachers.

RECOMMENDATIONS

1. There should be morning and afternoon school sessions per day. This will enable the regulation of student population in school at every given time.
2. Parents should support their children to learn. Parents should allow their children to study at home by limiting the type and frequency of errands so as to enable their children study well at home.
3. Students should trust their abilities and be able to study on their own not depending on the physics teachers all the time. Even if the teacher does not give assignments, students should be able to study on their own by using the scheme of work to read, calculate and solve physics problems
4. Proper study habit orientation should be inculcated in the students so that they will maximise available resources for their progress.
5. Other states in Nigeria should emulate Lagos state in terms of retraining of teachers and in the provision of basic amenities in schools for better performance in secondary school subjects specifically physics which is perceived abstract and difficult to learn.

REFERENCES

- Adeyemi, S.A. (2021). Perceived influence of COVID-19 policy on students' academic performance in senior secondary schools in South-West Nigeria. *Journal of Pedagogy Skills*, 2(3) 14 -24.
- Akinyemi, D., and Oladipo, A. (2019). The log-term effects of teacher industrial action: Evidence from Labor union. *Journal of Labor Economics*, 37(4): 1097-1139.
- Akinyemi, M.N (2021). The relationship between students' attitude towards learning during COVID 19 era and learning outcome in English language. *International Journal of Language synthetics*, 6(1), 78-91.
- Farayibi, A.O & S.A., Asongu (2020). The economic consequences of the COVID-19 pandemic in Nigeria. *European Xtramile Centre of African Studies (EXCAS)*, 20 (42), 1 – 24.
- Guthrie, B. L, Tordoff, D.M., Meisner, J., Tolention, L., Jiang, W., Fuller, S., Green, D.Louden, D. and Ross, J.M. (2020). *Summary of school re-opening models and implementation approach during the COVID-19 pandemic*. Covid-19 Literature Report. Metacenter by Pandemic Preparation, London.
- Obioma, A., A.A., Reuben & A.B Elekwaelu (2020). Potential impact of COVID-19 pandemic on the socio-economic situations in Nigeria: A huge public health risk of unprecedented concern. *Journal of Quality in Health Care & Economic*, 3(4), 1-10.
- Oshofodunrin, A. (2018). *Family, Schooling, and Cultural Capital*. Handbook of the Sociology of Education in the 21st Century. Sociology and Social Book. Springer, London.
- Policy Analysis for California Education (2019). *What does research say about staggered school calendars?* USC Rossier school of Education, Center on Education Policy, Enquiry and Governance, London.



UNESCO (2020). COVID-19 Response-Re-enrolment. In support of COVID-19 Global Education Coalition. Retrieved from: <https://unescodoc.unesco.org> on June 22, 2022.

APPRECIATION

The researchers expressed their profound appreciations to the Tutor General of Educational District IV for granting the approval for the conduct of the study in the nine schools used. Also, to the principals, physics teachers for the release of the WAEC and Mock results of the students and finally, to the physics students for making themselves available for the interview.