

Covid 19's Impact on the Educational System: A Student's Perspective

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Abstract

Due to Covid 19, lock down and social distancing methods resulted in the closure of schools, training institutions, and higher education centers in practically every country on the planet. As a result, educators were forced to convert offline classes to online classes in order to continue their education. The conventional face-to-face systems have been replaced by online learning, which has provided educators and learners with a fresh experience. A total of 150 samples were chosen to meet the objectives. Female students outnumber male students, and college students have the highest educational attainment. No-device learners' future is a serious problem. The vast majority of kids used their smartphones for schoolwork. The network was just a difficulty for 15.3 percent of the pupils. Teachers were extremely useful and helpful to 63.3 percent of students, but institutional assistance was just marginally effective. During the outbreak, 38% of students felt stressed in some way.

Keywords

Covid-19, Pandemic, lock down, learners, materials, online learning

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I. Introduction

The Covid 19 epidemic has now spread over practically every continent. Covid 19 was discovered for the first time in December 2019 in Wuhan, China. Every country in the world issued a public warning to take appropriate precautions. Handwashing, wearing face masks, physical and social distance, and avoiding mass gatherings and assemblies were among the various public health methods used. To control the spread of the Covid 19, lock down and home stay techniques were used. It causes a slew of issues and concerns for educators and students, including accessibility, affordability, flexibility, learning pedagogy, and educational policy, to name a few. The majority of developed countries have internet access and digital devices. Many youngsters in poor nations, particularly those who are economically disadvantaged, were unable to purchase and access online education. The world was under the pandemic Covid – 19 by 2020. Many people struggled in different ways as a result of the situation. Many of them lost their employment, and many industries were paralyzed as a result of the Covid -19 pandemic. Covid 19 killed a lot of people, but it also saved a lot of people. Schools and universities were shut down. Textiles, shopping malls, industries, and other businesses were shut down. Following that, we can state that Covid 19's global impact is diverse and can be seen in practically every field, including health, economics, and education. Following that, schools and colleges in every country across the world began to teach pupils via the internet. Students in rural locations can also participate in online classes using their mobile phones, laptops, and televisions. The government and other organizations offered study equipment to students who did not have it. Those who were refused access to online education were helped by the government and other local organizations. Students from privileged background, supported by their parents and eager and able to learn. Some of the students in low background were shut down their education when their schools were closed. Covid 19 were created in many inadequate and inequalities in the educational systems. The access to the broadband and other devices needed for the online education and other supportive learning environment needed to learn well.

Objective

To examine the Covid 19 pandemic on educational systems from the learner's perspective.

Methodology

For the data collection process, primary data were collected from the schools and the college students of the various part of the Kerala. 150 data collected for the study purposes.

Major findings

The educationalist has made effective effort to maintain a learning during the Covid 19. The students have used their own resources to continue of the learning process through internet, TV, radio and other devices. The teaching communities were also adopted new methods of pedagogy to deliver the teaching, which is not done on the basis of training. The age wise, gender wise and the level of education were shown in the table 1.

Table 1
Age, gender and the level of education

Age wise classification		
14 – 16	44	29.3%
17 – 19	52	34.6%
20 – 22	32	21.3%
Above 22	22	14.8%
Gender wise classification		
Male	69	46%
Female	81	54%
Level of Education		
< 10 th	10	6.7%
10 th	19	12.5%
Plus two	27	18%
College	51	34%
Others	43	28.8%

Source: Primary Data

The highest age groups are 17–19, followed by 14–16; female students outnumber male students, and college students are the most educated, followed by others, with students below 10th grade being the least educated.

Table 2
Online learning requires the use of a device

Access to a device for Online learning			Problems of network issue		
Yes	105	70%	Yes	23	15.3%
No	14	9.3%	No	19	12.7%
Yes, but it doesn't work	24	16%	Sometime	99	66%
Other	7	4.7%	Very rarely	9	6%
Device used for learning			Consistency in learning		
Laptop	18	12%	Yes	99	66%
Desktop	11	7.3%	No	51	34%
Tablet	6	4%	Quality of learning		
Smart phone	101	67.3%	Yes	110	73.3%
Other	14	9.4%	No	40	26.7%

Source: Primary Data

Table 2 depicts the availability of a device for online learning, the device utilized for learning, network issues, learning consistency, and learning quality. 70% of the students had access to a device for online learning, whereas 9.3% did not have access to a device. The future of no-device learners is a major concern. The majority of the students utilized their smartphones for academic purposes. Only 15.3 percent of the students had a problem with the network. Covid 19 influenced the consistency and quality of learning for 66 percent of the students (73.3 percent).

Table 3
Opinion of learners in relation between teachers and the institution

Interaction between the teachers and learners			Interaction between institution and learners		
Not at all helpful	8	5.3%	Not at all helpful	26	17.3%
Slightly helpful	16	10.6%	Slightly helpful	29	19.3%
Moderately helpful	19	12.6%	Moderately helpful	42	28%
Very helpful	95	63.3%	Very helpful	36	24%
Extremely helpful	12	8.2%	Extremely helpful	17	11.4%

Source: Primary Data

Table 3 indicates how learners interacted with teachers and the institution over the Covid 19 period; 63.3 percent of learners found teachers to be extremely useful and helpful, but institutional assistance was only somewhat beneficial (28 percent).

Table 4
Time spends for online learning

Time spends for Online learning			Communication with classmates		
1 – 3 hrs	80	53.6%	Yes	137	91.3%
3 – 5hrs	39	26%	No	4	2.7%
5 – 7hrs	21	14%	Sometime	6	4%
>7hrs	10	6.4%	Very rarely	3	2%

Source: Primary Data

The highest percentage of learners spend 1–3 hours on online learning, while the lowest percentage spends more than 7 hours. 91.3 percent of the students communicated with the covid 19 period, but only 2% communicated only extremely occasionally, as shown in table 4.

Table 5
Opinion about the likeness and feeling of the educational systems

Likeness in Online learning			Feeling about the education systems		
Yes	22	14.6%	Feel good	19	12.5%
No	94	63%	Not good	46	31%
Being ok, but now not ok	22	14.6%	Ok	47	31.4%
Being not ok, but now ok	5	3.3%	Very bad	31	20.6%
No opinion	7	4.5%	No opinion	7	4.5%

Source: Primary Data

Table 5 shows how students felt about the likeness and feeling of educational systems during pandemic situations; it shows that 14.6 percent of students liked online classes, while 63 percent disliked online learning. During the covid 19 pandemic circumstances, around 31.4 percent of the learner had a good experience.

Table 6
Effectiveness of remote learning and stressful of the leaners

Effectiveness of remote learning			Stressful of Online learning		
Not at all effective	45	30%	Not at all	29	19.4%
Slightly effective	67	44.6%	Slightly	49	32.6%
Moderately effective	20	13.4%	Moderately	57	38%
Very effective	18	12%	Very stressful	15	10%

Source: Primary Data

About 44.6 percent of students were slightly effective in online learning, followed by 30 percent who were not at all effective, and 12 percent who were extremely effective in online learning. Table 6 demonstrates that 38 percent of learners were somewhat stressed during the epidemic, 32.6 percent were slightly stressed, and the least were severely stressed.

Table 7
Opinion about the outside class room

Outside the classroom, may affect the learner's personality					
Yes	147	98%			
No	3	2%			
Extraordinary effort and support were needed to slow learners					
Yes	137	91.4%			
No	13	8.6%			
Rating of Online class					
Poor	23	15.3%	Average	53	35.4%
Below Average	29	19.3%	Good	45	30%

Source: Primary Data

Table 7 shows that because to the covid 19 epidemic condition, learners were unable to participate in extracurricular activities outside of the classroom; 98 percent of the learners believed that this had a negative impact on their personality. Slow learners need a lot of work and support, according to 91.4 percent of the learners. According to learners' opinions, the online lesson had an average rating (35.4 percent).

Table 8
Learning Challenges for students

Students face learning hurdles		
Access to technology and the internet is limited.	132	88%
A scarcity of instructional materials	124	82.7%
Prior online learning experience is limited.	147	98%

Source: Primary Data

Table 8 shows that 88 percent of learners were impacted by access to technology and internet connections, followed by 82.7 percent who were impacted by a lack of study materials, and 98 percent who believed that prior online experiences were a factor.

II. Conclusion

The Covid 19 pandemic has not stopped at national borders. It has affected many people regardless of nationality, the level of education, income or the gender. But the same has not been true for its consequences which have hit the most vulnerable hardest. Education has no exception. Online learning may create the sense of isolation – every one learns in their own manner, needed self-discipline, additional training, reduce the technical issues etc. 17–19 years old is the most common age group, followed by 14–16 years old. 70% of the pupils had access to a device for online study, whereas 9.3 percent did not. No-device learners' future is a serious problem. Teachers were regarded to be extremely useful and helpful by 63.3 percent of students, while 14.6 percent of students preferred online classes. About 44.6 percent of pupils were marginally competent in online learning, with the remaining 30 percent being completely ineffective.

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