

Impact Of Covid-19 On Education of School Going Students

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Abstract

The outbreak of COVID-19 pandemic has unpleasantly influenced the education of approximately 1.6 billion learners throughout the world. The long closure of the educational institutions and learning sectors have impacted the student community which in turn, brought far-reaching changes in all aspects of their lives. An incessant lockdown has compelled the human being to follow social distancing and strict restriction in movement policies. The conventional educational practices e.g., regular attendance of school, meeting with classmates, student-teacher interaction, regular evaluation process of offline learning have been disrupted within a short span of COVID-19 pandemic.

Keywords: COVID-19, Pandemic, School Education, Online Class

Introduction:

Education is the backbone of a society. Since the beginning of human civilization, the significance of quality education has become a prime challenge for a developing nation. In past few years, the sudden outbreak of deadly disease COVID-19 has adversely interrupted the entire education system which is a critical indicator of a nation's economic background. Besides, it has made the people panic by disrupting normal livelihood of human being. The common public are compelled to maintain social distancing which affects their mutual interaction and communication by building a barrier among them. The term 'COVID' an abbreviation of so-called corona virus was officially proposed by World Health Organisation (WHO) in 11th February 2020. In 31st December 2019, the appearance of corona virus was first identified in Wuhan city of China based on the death report of a 61-year-old man. In India, the first case was reported on 30th January, 2020 after arrival of three medical students of Kerala state from Wuhan, the epicentre of the pandemic (Wikipedia). After that WHO declared the fatal disease to be pandemic throughout the world.

The lockdown phase has compelled the educational institutions to cancel their traditional mode of face-to-face classes, examinations and to choose various online platforms. Initially both the educators and the pupils were confused and could not realize how to manage the undesirable crisis. But thereafter all realized the essence of lockdown and strengthened themselves by accepting the challenges and opportunities offered by such pandemic. The educators delivered their valuable lectures, assigned tasks to the students via live video conference employing various online apps like Google meet, YouTube, WhatsApp, Zoom etc. There are

different WhatsApp groups involving teachers, students, and parents through which students can share their problems and/or difficulties for effective communication. During this sudden crisis children of educated parents were guided carefully but academically less meritorious students are not properly habituated with this online system of learning. Consequently, they were unable to draw their attention to follow instructional activities through online mode. In addition, the students from illiterate, poor and downtrodden families of rural and remote areas are the key victims of this real situation. The teaching-learning process in primary level of education as well as secondary level appears to be promising and challenging. It is of note that owing to long closure of schools during continuous lock down stage, there has been a remarkable increase of drop out students as majority of them are involved in child labour to support their families. So, there is an urgent need to protect and save our educational stakeholders and the nation as a whole.

In this perspective, the investigators with their long-standing curiosity intended to study the impact of this COVID-19 pandemic on school education of West Bengal.

Objectives:

- ✓ To find out the impact of COVID-19 on the education of students.
- ✓ To find out the impact of COVID-19 on attitude and interest of students towards education.
- ✓ To find out the impact of COVID-19 on the interaction between student and teacher.
- ✓ To find out the impact of COVID-19 on evaluation system.
- ✓ To find out the availability of tools and techniques of online education.

Methodology of the study:

- **Method Used:** The present study is descriptive type in nature. The researchers used the descriptive survey method in the present study.
- **Source of Information:** In the present study researchers used only primary data. The data of this research collected by the researchers from the selected samples only.
- **Population of the Study:** All the school-going students of West Bengal have been selected as population for the present study.
- **Sample for the Study:** The researchers have selected only 65 school-going students of class XI (eleven) and XII (twelve) from the different schools as sample of the study.
- **Sampling technique of the Study:** The study was conducted during the pandemic situation that's why the researchers used the snowball sampling technique for the collection of data.
- **Tools of the Study:** The researchers have used a self-made questionnaire for the collection of data for the present study.
- **Technique of Analysis of Data:** The researchers have used simple percentage calculation and graphical presentation of data as a technique for the present study.

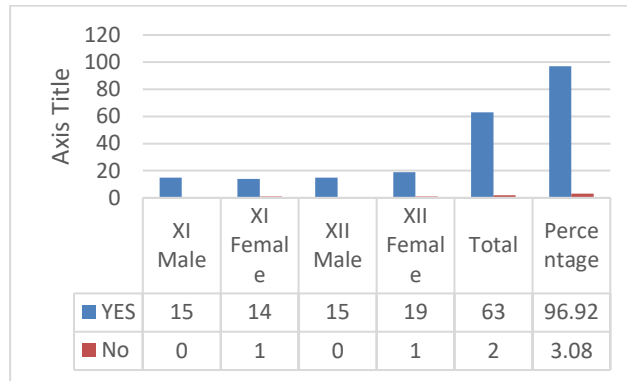
Data Analysis and Interpretation:

Various research questions have been framed to achieve the objectives of the present study.

OBJECTIVE-1: To find out the impact of the COVID-19 pandemic on the education of students.

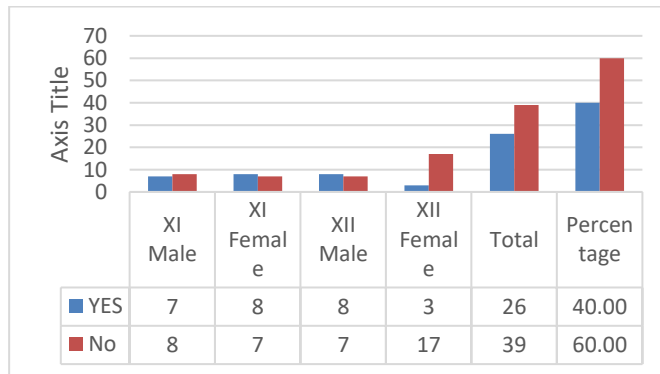
To achieve the above objective researchers framed the following research questions-

Q. No. 1: Is school education better than online education?



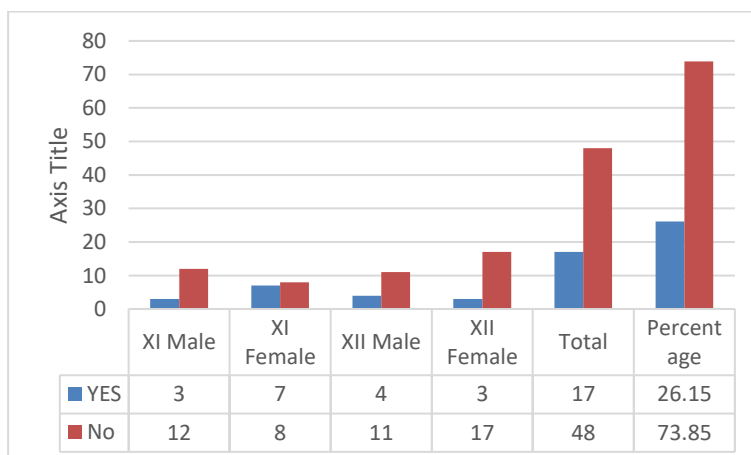
According to the above-mentioned figure, it seems that the majority of students prefer offline (traditional, in-person) school education over online education. Approximately 97% of students expressed a preference for offline education, while only 3% favoured online education. This suggests a strong preference for traditional classroom settings among the student population surveyed.

Q. No. 2: Are you able to attend the classes at a specified time?



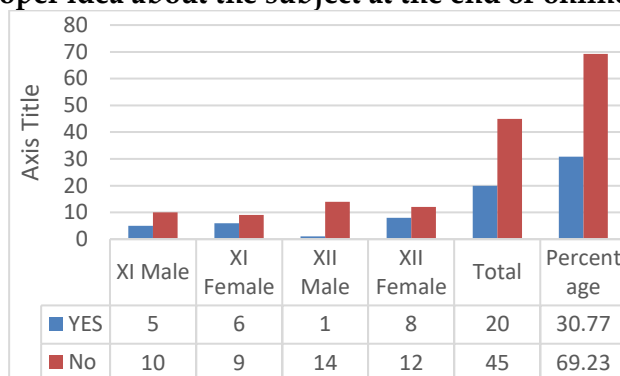
The above table shows that the female students of class XI able to do the online classes on time than the male students. But in case of the students of class XII male students able to do the online classes on time. But comprehensively we can say that most of the students unable to do the online classes on time. Only 40% students are able to attend the online classes on time.

Q. No. 3: Are you accustomed completely with the online classes?



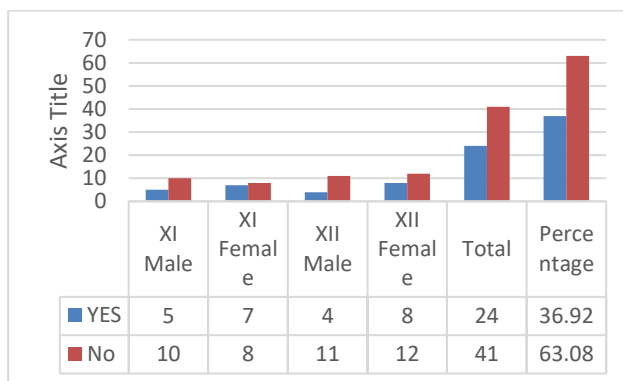
The statement indicates that during the COVID-19 pandemic, a significant portion of students (more than 70%) were not fully accustomed to online modes of study. However, a notable minority (26%) were recognized as being familiar with online learning systems. This suggests that while online education became more prevalent during the pandemic, there was still a considerable portion of students who faced challenges adapting to this mode of learning.

Q. No. 4: Have you got the proper idea about the subject at the end of online class?



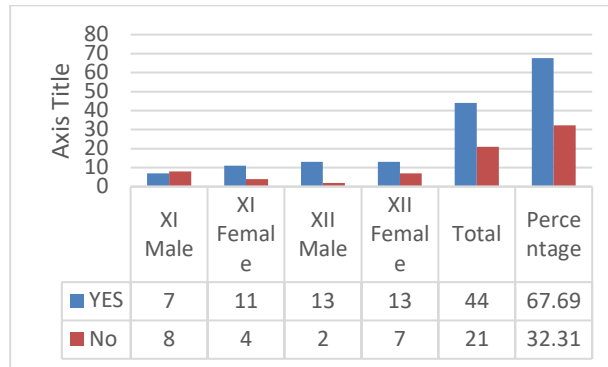
The statement suggests that based on the data represented in the picture, only 30% of students reported having gained a satisfactory understanding of the subject after attending online classes. This implies that the majority, or 70%, of students did not feel they had formed a proper understanding of the subject matter following online classes. This highlights potential challenges or limitations associated with online education in effectively conveying subject matter to students.

Q. No. 5: Is there any opportunity to learn a topic again?



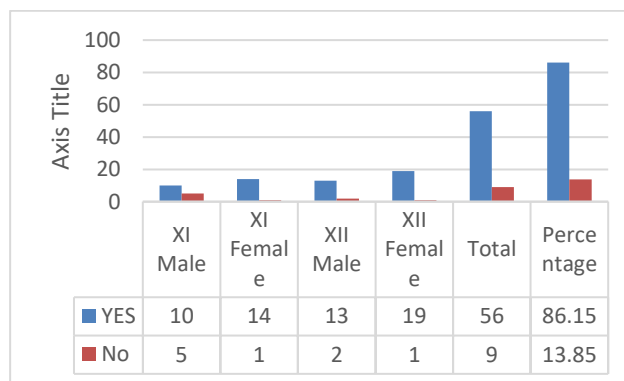
The statement suggests that according to the graph, 63% of students responded negatively to the question about the availability of remedial classes, indicating that they felt there was no opportunity to revisit and learn a topic again. On the other hand, 36% of students responded positively, suggesting that they believed there was indeed scope for remedial classes or the opportunity to review and learn topics again. This indicates a division among students regarding the availability and effectiveness of remedial classes or opportunities for additional learning.

Q. No. 6: Apart from online classes have you been able to study at home?



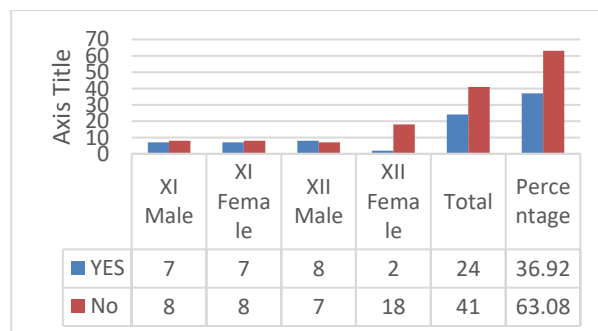
Based on the information provided, the graph indicates that 67% of students have the capability to pursue their studies at home, indicating that they have suitable conditions or resources to engage in remote learning. Conversely, only 32% of students were identified as being completely unable to study at home, suggesting that a minority faced significant barriers or challenges in their home environment that hindered their ability to study effectively. This implies that a majority of students have the necessary resources or environment to engage in home-based learning, while a smaller proportion face obstacles in doing so.

Q. No. 7: Did you face any problem during online classes?



It is clearly visible that more than 80% of the total students had faced complications and technological problems to conduct their online classes. Only few students had managed to avoid the problem and attended their online classes smoothly.

Q. No. 8: Have you completed the syllabus?

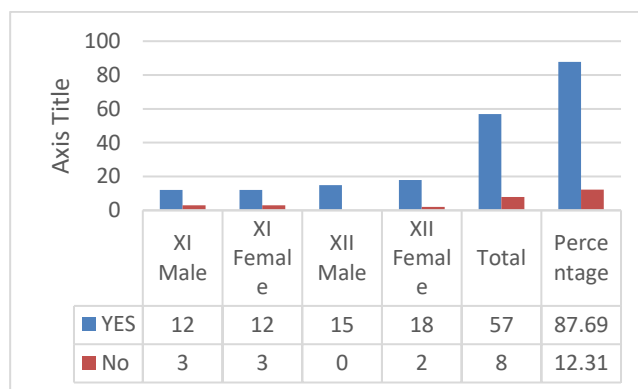


From the above graph it is clearly visible that most of the students were unable to complete their syllabus in online mode. But only 36% students replied yes to this question i.e., they were able to complete the syllabus in due time through online mode.

OBJECTIVE-2: To find out the impact of the COVID-19 on the attitude, attention and interest of the students towards education.

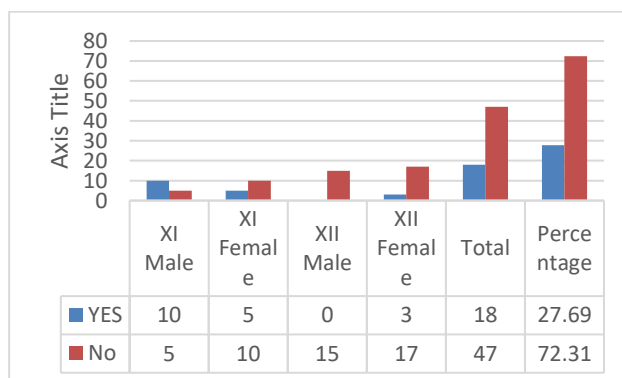
In order to gain insights into this objective the researchers framed the following research questions -

Q. No. 9: Has any disinterestedness been created towards studies?



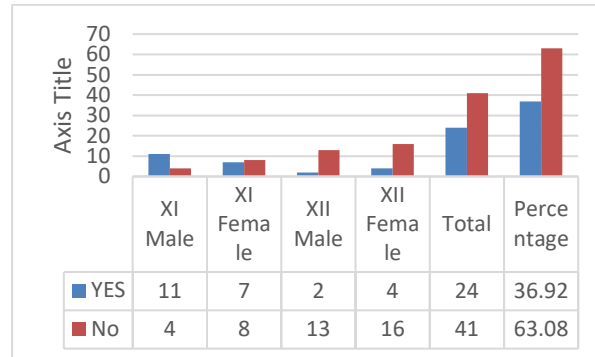
From the above table we can say that disinterestedness towards education of class XI students is same but in case of students of class XII disinterestedness towards education in female students is more than the male students. So, we can say that in this covid situation most of the students (87.69%) have disinterestedness towards education. Only 12.31% students show their interest towards education.

Q. No. 10: Is the mentality towards studies is same as before?



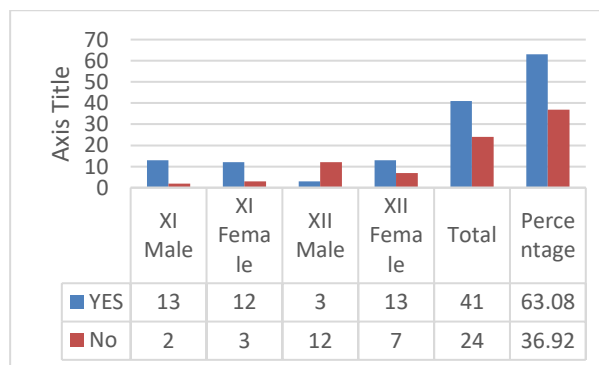
The above table shows that only some male students of class XI says that their mentality towards studies were same and the rest of the students of class XI and Class XII says that their mentality have changed due to this COVID pandemic. So, the researchers can say that most of the student's mentality towards studies have changed. Only 27.69 % student's mentality towards studies have unchanged.

Q. No. 11: Have you been able to concentrate fully during the online class.



According to the above-mentioned graph, it is obvious that more than 60% students could not concentrate themselves fully during the online class system due to different problems. But 30% students said that they were completely attentive during the online classes.

Q. No. 12: Do you think there is any difference between school education and online education?

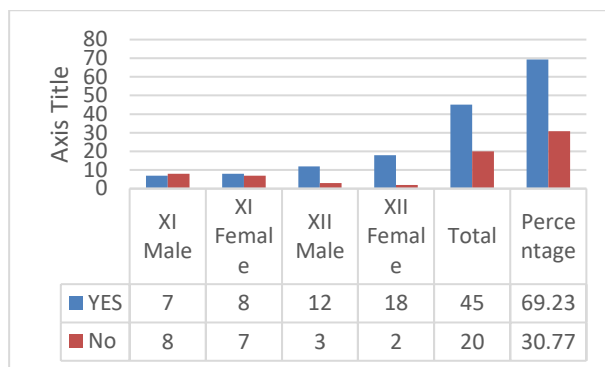


From the above-mentioned picture, it is completely clear that more than 60% students agree on the matter that there is a marked difference between offline education of school and online education system. However, only 36% students do not show any positive response about this distinction.

OBJECTIVE-3: To find out the impact of COVID-19 on the interaction between students and teachers.

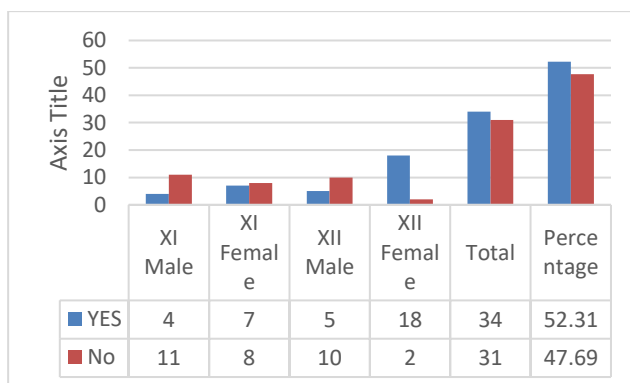
With this perspective the researchers framed the following questions -

Q. No. 13: During the online class did you ask any question to the teachers?



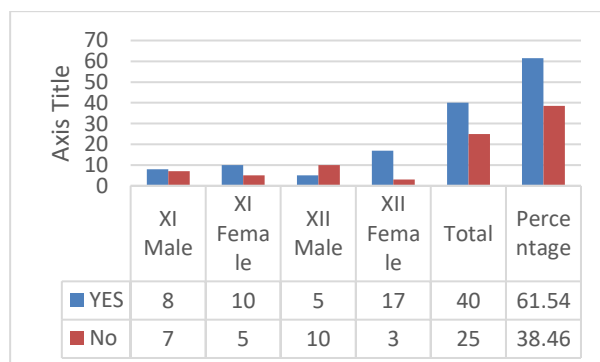
The above graph indicates that maximum students spontaneously participated in question-answer session during their online classes. But only few students were found to be unable to ask questions to their teachers.

Q. No. 14: Had the teacher been able to deliver appropriate answer to the corresponding question?



According to the above figure, one could predict that approximately 50% students have successfully got the appropriate answers to their questions delivered by the teacher while the rest 27% students revealed that the teachers were unable to reply their questions.

Q. No. 15: Have interruptions been created to interact with the teachers?

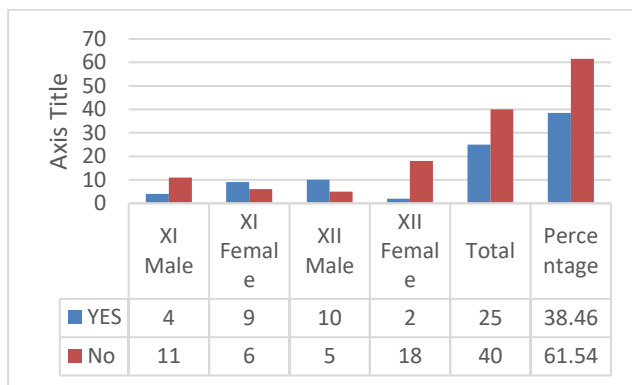


From the above diagram it is visible that most of the students said that they faced many problems to interact with their teachers during online classes. More than 60% students faced these problems while less than 40% students said that they didn't face any problem to interact with their teachers which are in accord with this survey.

OBJECTIVE-4: To find out the impact of COVID-19 on the evaluation system.

In order to achieve this objective, the researchers developed the following research questions-

Q. No. 16: Has each subject been properly evaluated?

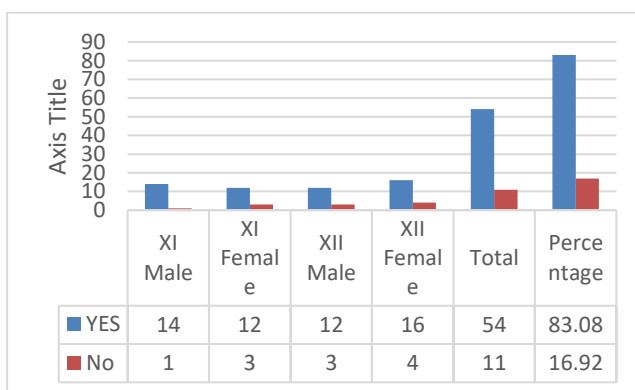


From a look to pictorial graph drawn above it could be inferred that most of the students delivered a negative reply to this question but interestingly 38% students responded positively and declared that all the subjects were properly evaluated.

OBJECTIVE-5: To find out the availability of tools and techniques of online education.

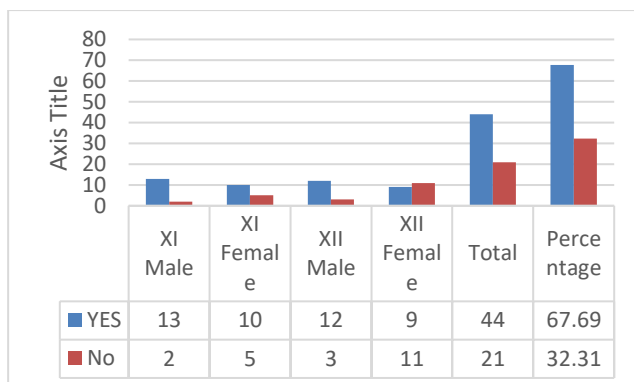
In order to achieve this objective the researchers postulated the following research questions -

Q. No. 17: Are T.V. and cable connections available at home?



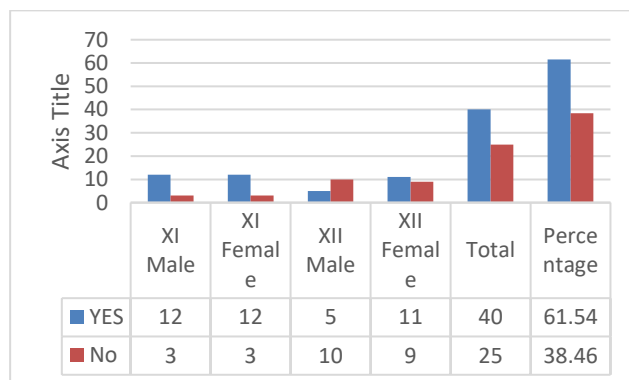
According to the above table the percentage of the students who says that they have T.V. and cable connection in their house is 83.08. It means most of the students can avail the facility of T.V. and cable in their houses.

Q. No. 18: Is the internet connection available at home?



Internet serves as the most important and excellent tool for online education system. The data interpreted in the above table represents that around 33% of the total students do not possess the internet connection in their houses. Consequently, they are initially facing various obstacles to pursue their education. But in other hand, most of the students claim that internet connection is completely available in their houses which puts a good sign for the online educational technique in the country like India.

Q. No. 19: Are the essential mediums (like smartphone, laptop, computer) for online study available at home?



With a look from the above table one can predict that around 62% students are strongly efficient in using the medium like smartphones, laptop, computer, television, which are essential for their studies whereas approximately 39% of the students are found to be to such unaccustomed technological device. It does not indicate a good sign for them.

Conclusions:

In conclusion, the impact of COVID-19 on the education of school-going students has been profound and far-reaching. The pandemic forced an abrupt shift to remote learning modalities, exposing disparities in access to technology and resources among students. While online education provided a lifeline for continuity of learning, it also highlighted challenges such as lack of engagement, increased screen time, and reduced social interaction. Moreover, marginalized communities and students with special needs faced heightened barriers to accessing quality education. As schools gradually reopen, it is essential to address the learning gaps exacerbated by the pandemic through targeted interventions, support systems, and innovative approaches to teaching and learning. Additionally, investing in infrastructure for digital education and prioritizing mental health and well-being are crucial for building a resilient education system that can withstand future crises. By

learning from the lessons of the pandemic and fostering collaboration between stakeholders, we can strive towards a more equitable and inclusive educational landscape for all students.

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