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A study on issues and challenges faced by students during covid-19 studying in primary schools of Dhaniyavi village

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ABSTRACT

The COVID-19 Pandemic seriously affects life in all countries and causes changes that are likely to be permanent in the long term. Especially, the regular delivery of education and training has been impacted dramatically. This situation has greatly accelerated the need of reinforcing the ability of educational institutions and schools to provide effective online teaching. To provide a better understanding of how online educational resources and digital platforms are adapted in e-learning progress, to examine advantages and the disadvantages of the implementations in different contexts, and to build alternative strategies on the existing facilities in times of Pandemic. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shutting out when their schools shut down.

Keywords: Issues and challenges, primary school, covid-19

Introduction:

The pandemic Covid-19 has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's economic future. On February 11, 2020, the World Health Organization (WHO) proposed an official name of the virus as COVID-19 an acronym for Coronavirus disease 2019. It was first identified in Wuhan, China on December 31, 2019. First death by COVID-19 was the 61-year old man in Wuhan, China on January 11, 2020. World Health Organization (WHO) declared COVID-19 as a pandemic on March 11, 2020. The first case of the COVID-19 pandemic in India was reported on 30 January 2020 in the state of Kerala and the affected had a travel history from Wuhan, China (Wikipedia). The nation started the 1st phase of lockdown on March 25, 2020. Monitoring the effects of the virus, Indian Government has been extending the lockdown period in different phases and reached at lockdown 7.0. In all the phases of lockdown starting from lockdown 1.0 to lockdown 7.0, the education sector has never got any scope to start its activities. The first death due to COVID-19 was reported in India on March 12, 2020. It has affected more than 4.5 million peoples worldwide (WHO). According to the UNESCO report, it had affected more than 90% of total world's student population during mid April 2020 which is now reduced to nearly 67% during June 2020. Outbreak of COVID-19 has impacted more than 120 crore of students and youths across the planet. In India, more than 32 crore of students have been affected by the various restrictions and the nationwide lockdown for COVID-19. As per the UNESCO report, about 14 crore of primary and 13 crore of secondary students are affected which are two mostly affected levels in India.

Impact on education:

The corona virus outbreak means tremendous losses in learning hours, with major effects on your social life and particularly your jobs, because the global population has taken priority to health over education. In response to COVID 19, school closure has brought a number of social and economic problems, including student debt, digital learning, poverty, homelessness as well as children's education, childcare, housing, internet, and disability services to a greater degree.

School closures have far-reaching economic and social effects, not just for students, teachers and families. The closure focused on topics such as student loans, interactive learning programs, the educational and learner support system, food services and health services. It will not only have a short-term effect on the continuity of education for over 285 million young Indian students but will also lead to broad economic and social impact as well.

Impact on Admission:

It is expected that the coming academic year will show the impact of COVID19 outbreak on the admission. June marks the starting of the new academic session but most of the entry reviews is not yet performed. So, in July or later, the new academic session is almost due to start.

Impact on parents and teachers:

The pandemic has affected not only to students but parents and teachers also. Most of the schools in India are teaching online to their students. Many schools are not really comfortable with such online courses, and both students and teachers have been confronted with a problem. Both the parents and teachers worry about their jobs. This is presumed to increase the rate of unemployment. Recent graduates in India fear that the current situation will mean the withdrawal of job offers from companies. Estimates of unemployment at the Centre of Monitoring India's economy rose from 8.4% in mid-March to 23% in early April, with the urban unemployment rate raised to 30.9%. Education will gradually decline when unemployment rises.

Impact of lockdown on underprivileged children:

Social inequality has been associated with the risk of developing mental health challenges. The pandemic and lockdown world has experienced global economic turn-down which has directly worsened the pre-existing social inequality. In developing countries, with the imposed lockdown, the underprivileged children face acute deprivation of nutrition and overall protection. The prolonged period of stress could have a long term negative impact on their development. For instance, in India, which has the largest child population in the world with 472 million children, the lockdown has significantly impacted 40 million children from poor families. These include children working on farms, fields in rural areas, children of migrants and street children. An increasing number of poor and street children now have no source of income, making them a high risk population to face abuse and mental health issues with greater vulnerability and exposure to unfavorable economic, social and environmental circumstances.

A home represents a source of security and safety in most families. However, for the poor and the underprivileged it is just the opposite. With the restriction of movement due to lockdown, these children have increased risk of being exploited and become victims of violence and abuse. The Deputy Director of 'CHILDLINE 1098' India, announced that India saw a 50 per cent increase in the calls received on helpline for children since the lockdown began. This increase in rate is alarming and has made an increasing number of child victims in their own homes.

During the time of lockdown an increasing number of poor families have no source of daily wages which lead to frustration and feelings of helplessness. By the reason of displacement, the frustration and family conflict may manifest itself in the form of violence towards children. This can make the child more vulnerable to depression, anxiety and suicide. School closure coupled with economic adversity may force children and adolescents into child labor. Likewise, children without parents or guardians are more prone to exploitation.

In order to cover up the loss of education during lockdown, many schools have offered distance learning or online courses to students. However, this opportunity is not available to underprivileged children as a result of which they face a lack of stimulation and have no access to online resource material to study. A study pointed out that in underprivileged families, in comparison to boys, girls have decreased access to gadgets, and this may diminish their involvement in digital platforms of education. Due to this gender inequality, increasing number of girls is prone to bear the consequences of school dropouts once the lockdown is lifted.

Review of literature

Lokanth Mishra, Tushar Gupta Abhashree (2020): In their research article entitled "Online teaching-learning in higher education during lockdown period of COVID-19" pandemic, concluded that to develop multimodal approaches to achieve course content objectives for better learning outcome can be a better idea to deal with the complexity of online education. Undoubtedly, the governments must ensure the availability of reliable communication tools, high quality digital academic experience, and promote technology enabled learning for students to bridge the disparities originated in the education system before and after COVID-19 catastrophe which is also inevitably necessitated for uninterrupted learning. Few steps should be accounted in the wake of this pandemic; to develop such a curriculum that reflects the perceptible change in the content knowledge and learning experience of students as well as enable them to think critically.

Hani Morgan (2020): In the research article named "Best Practices for Implementing Remote Learning during a Pandemic" concluded Schools that cannot implement online education well during school closures may have to think outside the box to keep their students from falling behind. The schools that choose to implement online learning will likely face challenges. Using the standards and articles published by notable organizations like the ISTE will mitigate these challenges and guide schools and teachers to help students make academic gains. As schools and teachers gain experience with online education during this difficult time, they will likely learn valuable methods that will make future school closings easier to manage.

Joanna Jesionkowska1 Fridolin Wild1, Mikhail Fominykh and Judith Molka-Danielse (2020): In their research article stated that, which such a transformation can be done successfully. We described and discussed technological alternatives and requirements for such a transformation. Future work may include a similar analysis of the pedagogical aspects. The COVID-19 situation is changing while we are writing this paper.

Many issues stay open and require further attention. They wish to start the discussion in the Technology Enhanced Learning community to be able not only to provide emergency remote instruction but quality education despite any disruptive event in future. Moreover, they intend to gather feedback on success and student satisfaction with the course. When normality returns, policies will likely be created putting recovery plans in place for future eventualities. Decisions will have to be made about responsibilities for rapid conversion such as the one presented here. We hope our analysis of the pandemic induced constraints and design decisions can contribute to framing this discussion.

According to the analytics India magazine report (2020): COVID-19 pandemic online education may not be a sustainable solution in India despite of free courses. The co-founder of EdTech firm Grey Atom summarizes that, although online learning has become unavoidable, we won't be successful until we realize that online teaching doesn't mean having the entire classroom on Zoom and continuing with the same delivery method. This may be subtle point but it has profound consequences. Ashutosh Kumar Co-founder of testbook.com highlights that Teachers in India need to be trained in online learning and should be comfortable in creating and delivering digital content. According to Ankush Singla, cofounder of Coding Ninjas comments that, Despite of the usage of quality content and native advertising tools, the technology tools has just only multiplied by the numbers but not by the market size in the cities of Tier 2 and Tier 3 in India. The reason for this is not the content itself, but socio-economic challenges, including lack of infrastructure and deployment of internet facilities, leading to limited or no internet connectivity for learners. Moreover, the gap in technological devices and methods for new users that have little to zero understanding remains uncertain. Furthermore, the absence of digital literacy and knowledge about digital payment procedures to sign up for online programs is yet another challenge.

According to Manjuri Sharma, a primary teacher, kawardha (2020): Speak that corona pandemic has affected the entire globe, especially on educational sector. Because of this pandemic, educational institutions are on a huge loss. It has disturbed the basic routine study of a student. Everyone in the country is not being able to afford gadgets for online classes. Salaries and payments have been interrupted. Final year students are suffering a huge loss of time and employment. Use of mobiles and laptops are not comfortable for students of lower ages. Parents' attention is demanded in higher scale. COVID 19 has deviated the graph of educational statistics in a huge way.

Research Methodology

Objectives:

1. To study the profile of respondents
2. To know the effect of covid-19 on education
3. To know the problem and challenges faced due to covid-19
4. To know the awareness level of the programmes developed by the government to promote education

Research design:

It is an exploratory and descriptive study.

Sample size:

Total number of respondents – 60

Sampling method: non probability

Universe:

The researcher has selected the village Dhaniyavi of Vadodara district and wants to conduct the research with the students living in Dhaniyavi village.

Reference period:

April 2021 to March 2022

Tool for data collection:

The tool prepared and used for the purpose of data collection under the study was a questionnaire on the topic having close ended questions.

Findings

- The respondents found in the research were from different class. The respondents of class 8 had the highest number of respondents (28.3%), and the respondents from class 4 were the lowest (5%), the respondents of class 2& 3 were equal (8.3).
- The respondents were from different age group, the age group of 11 to 14 had highest respondents that are 41.7% where as age group of 8 to 11 and 5 to 8 were 21.7% and 36.7% respectively.
- Among 60 respondents 48.3% of the respondents were male were as 51.7% of the respondents were female, so the percentage of female was higher.

- The monthly income of all the respondents was different from one another. About 61.7% of the respondents had an income of 7501 to 10,000 which was highest among all the respondents and 16.7% of the respondents monthly income was 2500 to 5000 which is low among all the respondents.
- In the research it was found that 93.3% of the respondents were aware about online class before the pandemic & 6.7% were unaware about online teaching.
- The response to attended online classes earlier was very close to each other. 56.7% of the respondents had not attended online classes earlier were as 43.3% were aware about online class before the pandemic.
- It was found that the respondents had different convenient mood for communicating regarding online class. Out of all the respondents 36.7% of the respondents were convenient with WhatsApp groups, & 51.7% of the respondents were convenient with school websites
- The respondents had various preferences device to attend online classes. Out of all the respondents 55% of the respondents think that Smartphone are a preferable devices, were 10% & 35% of the respondents think desktop and laptop are preferable.
- When the respondents were asked which online platform form do they use for attending there online classes. The highest response was found for zoom and Google meet which is 93.3% and 60% respectively.
- It was found that 51.7% respondents attend for 30 minutes per class and the rest attend for 45 minutes and 1 hour 25% and 23.3% respectively.
- It was found that 36.7% of the respondents do not like to attend online exams and 63.3% were in favor of online exams.
- When the respondents were asked about the nature of online exams, 43.3% supported objective examination and 15% supported subjective examination and 41.4% supported both.
- When the respondents were asked has pandemic improved your technical skills 76.7% of the respondents have improved their skills and 23.3% have not improved their skills.
- It was found that 73.3% of the respondent play games during online classes and 26.7% of the students do not play games during online exams.
- It was found that 80% of the respondents faced connectivity issues and 73.3% of the respondents faced issues of voice clarity and poor signal strength.
- It was found that 83.3% of the respondents' faces headache due to prolonged usage of mobile phones for online classes. 88.3% of the respondents faces migraine and backache due to online classes.
- It was found during the research that 86.7% of the respondents have affected their eyesight and 88.3% of the respondents think that online classes can affect their mental health.
- 71.7% of the respondents were submitting the assignments provided during the online classes and 28.3% of the respondents were not submitting the assignments during online classes.
- It was found that 73.3% of the respondents were aware about the program started by the government during pandemic. 60% of the respondents was benefitted from the programs started by government to promote education during pandemic.

Conclusion:

The Novel COVID-19 disease identified in Wuhan city, China in December 2019 spreads rapidly not only in China, but also worldwide. Therefore, governments around the world have either temporarily closed or implemented localized closures of educational institutions affecting over 60% of student population worldwide. About 155 countries worldwide have introduced various tools and learning platforms as solutions to continue the education process during the pandemic. Many universities around the world have minimized gatherings through suspending or canceling all campus activities including suspension of classroom teaching to decrease the rapid spread of virus. Consequently, several colleges and universities worldwide switch to the online teaching for undergraduate and graduate students to minimize either the contact either between the students and lecturers or between students themselves.

The current study showed that COVID-19 pandemic lockdown affected the academic performance of most participants with varying degrees. Online education helps to keep the students up and running with an opportunity for self-study. Since most of the subjects are practical; therefore, it is not easy to learn it online. Online education can be improved by making it more interactive, giving concise information, and providing 3D virtual tools to mimic the real situation. The COVID-19 pandemic has affected and will continue to affect the delivery of knowledge and skills at all levels of education. Although many children and adult learners will likely compensate for this interruption of traditional educational services

and adapt to new modalities, some will struggle. The widening of the gap for those whose families cannot absorb the teaching and supervision of education required for in-home education because they lack the time and skills necessary are not addressed currently. The gap for those already at a disadvantage because of socioeconomic class, language, and special needs are most severely affected by the COVID-19 pandemic school closures and will have the hardest time compensating. As pediatricians, it is critical that we continue to check in with our young patients about how they are coping and what assistance we can guide them toward in our communities.

Suggestions:

1. India should accept the Full technology for development of education.
2. The Indian government should enact sound laws for private schools so that there will be no exploitation with the teachers.
3. Internet is a fundamental right of citizen so it should be open for all without any discrimination.
4. India must invest more and more on education.
5. The schools should start class work of internet for students so, that during any crisis they can use it well for education.
6. The teachers should take training of accessing internet and electronic devices
7. Educators and learners should be trained to utilize online teaching learning process using technology. Policy should be adopted by Government/ educational institutions to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged and remain safe during pandemic
8. Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and research projects.
9. Many online learning platforms offer multiple programmes on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of programmes may differ across different online learning platforms. So the students should enroll themselves for various programs. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed and should be in action in India keeping in view of rapid growth of the online learning platforms.

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