The Effects of Traditional Teaching Aids and Online Learning on Secondary School Pupils, Even in the Context of COVID-19

Chandan Gupta

Research Scholar, Department of Education, RKDF University, Ranchi

ABSTRACT:

Eleven papers are presented in this editorial in relation to UNICEF's proposed special issue on the education response to COVID-19. An unparalleled level of emergency in education was sparked by the COVID-19 epidemic. In the nations most affected, school closures were declared when it first started in February 2020. Ninety percent of students globally reported that their schooling had been disrupted at the height of the crisis. Some students, particularly those from the most marginalized demographic groups, were placed at risk of permanent dropout, which had serious and long-lasting detrimental repercussions on the wellness of children throughout their lives as well as the socioeconomic growth of their communities and nations. This special issue, which was contributed to by a number of researchers and UNICEF staff members, focuses on the effects of school closures, the viability of remote learning options, the implications for equity, the reduction of learning loss, and ideas for improved reopening. Diverse research viewpoints and supporting data are gathered to bolster policy deliberations and future planning. In order to strengthen education systems' resilience, the conclusion highlights building on the creative ideas brought forth by the crisis response. It also underlines the importance of fairness and inclusion in order to prevent further escalation of pre-existing inequities.

Keywords: Coved 19, Emergency, Improved, Globally, Reduction, Learning, Viability, Planning, Reduction, Dropout.

Introduction:

Here are numerous adverse repercussions in addition to the pandemic-caused disease's impacts. People experience worry and anxiety during pandemics, with fear and a sense of powerlessness being the most prevalent emotions. People are afraid of falling ill, dying, losing their jobs, being unable to defend those they love, and losing loved ones. Their worries and anxieties are also heightened by challenging living and working circumstances. In particular, losing their jobs or being unable to work alone. Another source of stress is lockdown. The conditions of isolation are causing feelings of powerlessness, misery, loneliness, and depression to gradually worsen. Everyone suffers greatly when they experience the fear and anxiety of being cut off from caretakers and loved ones as a result of quarantine. In addition to all of these, people are even more badly impacted by unemployment, income loss, and interference with their children's education (United Nations, 2020; UNESCO, 2021a, b). In December 2019, the first signs of the COVID-19 pandemic appeared in Wuhan, China. The infections quickly spread and eventually infected the entire planet. The risks posed by COVID-19 are causing havoc throughout the world, and one of the industries most impacted by the virus is still education. 1.58 billion Children and youth in 200 countries are the focus of this issue (UNESCO, 2021c). Schools were closed for a while in a lot of countries. For thirty-two weeks, Romanian schools were shuttered. They were blocked for 38 weeks in Turkey (UNESCO, 2021c). The advent of e-learning, which allows for remote instruction via digital platforms, has resulted in a considerable shift in educational practices. Several academicians decided to conduct an analytical study on the varied effects of digital teaching and learning when the pandemic forced the closure of educational institutions and opened the door to online learning. The majority of research focuses on classroom activities and the issues related to student involvement. Research has also looked at the different ways that technology might improve teaching and learning in digital classrooms. Academicians have been working to continue giving young students a high-quality education while the government and medical professionals are attempting to contain the pandemic. However, the majority of children's emotional states have suffered as a result of the worldwide pandemic. When children acquire academic material at home, it often has an adverse effect on their psychological well-being and hinders their ability to participate in constructive academic activities. The academic performance of most students is likely to decline as a result of the fewer contact hours and the teachers' lack of availability when pupils are having trouble learning. Students' learning is not finished until they put what they have learned into practice. Online instruction is considered boring by most students. Additionally, the learning process itself appears to be an enormous undertaking because of a number of technological challenges, such as login problems, network issues, audio-video problems, bandwidth concerns, and so forth. Additionally lacking in the crucial one-on-one attention are online courses. In addition to technological issues, the absence of a peer group presents other challenges for online learning in meeting educational objectives.

What effect did Covid-19 have on the academic program for online secondary schools?

The Covid-19 pandemic has drastically altered the entire educational system. Students are working very hard to combat this pandemic. Amid the COVID-19 outbreak, all schools are closed. As a result, the normal learning of almost 1.2 billion youngsters is affected. Nonetheless, we use technology to force the educational system to keep up with our expectations. A pandemic scenario gave rise to the emergence of e-learning. The online sessions have numerous advantages as well, such being flexible, educational, time-efficient, safe and secure, and many more. Thus, all parents want to register their children in a reputable school that offers the highest quality of online education. During COVID-19, the state of the education sector has quickly changed. In order to provide students with the greatest education possible throughout the epidemic, numerous esteemed institutions are providing free education. The fact that educational institutions and organizations allow more students to access them during pandemics is an indication of their compassion. Several students who previously couldn't afford online classes can now readily access them. Nonetheless, the government has taken part in the creation of virtual education through its biggest "Online Movement." The demand for online education is growing quickly, and students are eager to enroll in these courses in order to receive safe and reliable knowledge.

Lockdown and school closure's consequences for kids:

Due to the lockdown and school closure, kids were forced to spend nearly all of their time at home. A scenario that generally makes people uncomfortable and lowers their standard of living is quarantine. Boredom, anxiety about the future, lack of freedom, absence from friends and family, and inadequate awareness about sickness can all have detrimental consequences on children. The results show that many children's rights are being violated as a result of the mitigating measures put in place to stop the spread of COVID-19. The lockdowns and closing of schools have had a disproportionately negative impact on children's wellbeing and have widened the already enormous gaps between the affluent and the poor. In order to protect the rights of all children, it is important to comprehend how the continued restrictions are affecting the children. The results of the study should be taken into account when formulating policies pertaining to youngsters who lack the ability to express their opinions to people whose choices affect their welfare.

Influence on behavioral health and educational institutions after COVID-19:

Numerous studies have demonstrated that curfews and the Coved 19 Pandemic negatively impact children's mental health. The effects of the curfew during the epidemic on social psychology were investigated in a systematic review that included 24 studies. Acute and post-traumatic stress disorder symptoms, sadness, general psychological symptoms, irritability, and anxiety-related sleep issues were shown to be more common in those who were placed under quarantine. I.e. Particularly for young people with mental health issues, going to school provides an environment that supports coping techniques. Recurring symptoms are possible because this assistance stops after schools close. Out-of-school absences from special education programs put children with exceptional needs, such autism spectrum disorder, at risk for unmet needs. Children's dispositions are badly impacted by disruptions to their daily routines, which can make them agitated.

Difficulties with increased time spent on screens:

Extended screen times during lockdown are a major concern as well. The child, who spends all of his or her time at home, begins to use the educational technology for all recreational activities other than learning. Children's screen exposure during a pandemic was shown to average up to seven hours in a Turkish research. Increased screen time can lead to issues with the skeletal system, inactivity, sleep disorders, eye problems, and changes in eating habits. A meta-analysis found a correlation between the development of myopia and the advancement of pre-existing myopia, as well as a possibility that it would deteriorate beyond the pandemic era, between an increase in digital screen time and a decrease in outdoor activities. Data from a different Italian study showed that, with the exception of online classes, children's screen time increased while under quarantine. Research indicates that there is a rise in the occurrence of nightmares, sleep terrors, insomnia, and anxiety before bed. Numerous studies demonstrate that school closures are a contributing factor to the pediatric obesity epidemic.

Continuous Victimization and Exploitation:

Families communicate and connect with social service institutions and organizations less frequently throughout the pandemic. This has a detrimental effect on people's ability to access organizations and programs that often offer assistance in preventing child abuse. The likelihood of various new and recurring abuse instances is increased by the stressful atmosphere in which caregivers operate the deterioration of the child's defensive systems, and the deterioration of security measures. Numerous studies claim that individuals subjected to quarantine experienced higher levels of substance usage frequency along with heightened feelings of rage, anxiety, and sadness. Substance abuse and emotional instability within the family may also contribute to a rise in the incidence of domestic violence. Post-traumatic stress disorder and other severe mental and behavioral issues can arise in children who see or suffer domestic violence. As a result, during the epidemic, curfews and school closures increased children's vulnerabilities while exacerbating already existing ones.

CONCLUSION

Owing to the report, students in Higher Secondary are notably more bothered by the amount of hours they must complete. It also demonstrates how little schoolchildren actually like taking online courses. The majority of students expressed their unhappiness with online classes by responding that they are only somewhat successful. To conclude, the study would recommend cutting the number of hours from five to three. The responses only lead one to assume that they would prefer offline sessions at any time. The use of appropriate pedagogy and a range of initiatives aimed at encouraging students to engage in extracurricular and co-curricular activities can enhance the effectiveness and enjoyment of virtual learning environments. We must apply the lessons we acquired from the issues encountered at the start of this time even now, as the COVID-19 epidemic persists. It appears that the global education system will continue to include online learning. With the lessons we've learnt from our experiences from the previous year, new educational principles should be embraced and instructional procedures should be revised. Online education, or distance learning, needs to be based on a kid-friendly framework. Without exception, every child should be given equal opportunity in the truest sense of the word. It is imperative to guarantee that remote learning initiatives serve not only as instructional tools but also as a system in which educators closely supervise their students. An essential step to protect children will be training instructors on how to recognize indicators of problems or distress in order to identify youngsters who may require particular protection and provide the required assistance. Furthermore, it is imperative to offer families and caregivers efficacious guidance, particularly in exceptional situations. Not all kids have access to a computer, television, radio, or internet at home, despite the efforts of numerous ministries of education to guarantee learning continuity. This study only estimates the greatest number of children that might possibly be reached, as mentioned in the methodological section. Accordingly, estimation of children who cannot be reached stands for the lowest possible number. Even with the right home resources and rules in place for remote learning, there may still be a number of barriers keeping kids from finishing their education: Large disparities in access to electronic devices, such as computers or mobile phones, are shown by the findings of telephone poles; in the latter case, households might not have enough gadgets for every child in the family.

Reference:

1. Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems, 49(1), 5–22.

2. Doucet, A., Netolicky, D., Timmers, K., Tuscano, F. J. (2020). Thinking about pedagogy in an unfolding pandemic (An Independent Report on Approaches to Distance Learning during COVID-19 School Closure). Work of Education International and UNESCO.

3. Petrie, C. (2020). Spotlight: Quality education for all during COVID-19 crisis (hundrED Research Report #01). United Nations.

4. Sintema, E. J. (2020). Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. Eurasia Journal of Mathematics, Science and Technology Education, 16(7), em1851.

5. Song, L., Singleton, E. S., Hill, J. R., Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. The Internet and Higher Education, 7(1), 59–70.

6. Education Commission, 2021. Save Our Future White Paper: Averting an Education Catastrophe for the World's Children. https://saveourfuture.world/wp-content/uploads/2020/10/Averting-an-Education-Catastrophe-for-the-Worlds-Children_SOF_White-Paper.pdf

7. UNICEF, 2019. Early Childbearing. UNICEF DATA. https://data.unicef.org/topic/child-health/adolescent-health/

8. UNICEF, 2020c. Humanitarian Action for Children Appeal. https://www.unicef.org/appeals.

9. UNICEF, 2014. Hidden in Plain Sight: a Statistical Analysis of Violence Against Children. https://www.unicef.org/ publications/index_74865.html.