



“A Study on Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam District”

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ABSTRACT

The main objectives of the study were to find out the Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District. The investigator has adopted the survey method to study the perceptions of teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District. To study the significant difference between the perceptions of male and female category teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.. To study the significant difference among the perceptions of teachers based on their teaching subject towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District. Teachers expressed high perceptions towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district. Male and female category respondents differed significantly in their perceptions and female category teachers perceived high towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district than that of male category teachers. There is a significant difference among the perceptions of teachers based on their teaching subject and Science teaching teachers perceived high towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district than that of the rest.

Key Words: Covid-19, impact, pandemic, population, school education, subject, teachers

Introduction:

On March,11,2020 world health organization (WHO) declared Covid-19 as a pandemic . Covid-19 has affected more than 11 crore people worldwide (WHO). in India, the first affected case of Covid-19 was detected on 30 January 2020 in the state of kerala and the affected had a travel history from Wuhan, china . in India, the first death was reported on 12 March,2020 and the nation observed janta curfew for one day on 22 March, 2020. India again observed 14 hours janata curfew on 24 March to combat the corona virus pandemic and assess the country’s ability to fight the virus. Then the first phase of lockdown was announced by the prime Minster of India on 25 March, 2020 for 21 days. Monitoring the effects of the virus, India Government has been extending the lockdown period in different phases. The Educational Institutions throughout the country have never got any relaxation to start their educational activities. Thus pandemic Covid-19 impacted significantly on the Education sector, according to the UNSECO report, Covid-19 pandemic, over 800 million students, more than half of the world’s student population, still face significant disruptions to their Education, ranging from full closures in 31 countries to reduced or part-time academic schedules in another 48 countries, according to UNESCO;s per data taken during 25 January, 2021. In India, more than 32 crore students have been affected by the various restrictions and the nationwide lockdown for Covid-19.

Nature of Educational Research:

Educational research is considered to be a “prominent key” which is essential to the opening up of new doors and vistas in education. Educational research must be aimed at finding solutions to unsolved problems; at devising new media to meet certain functional needs which have never been met before; at finding better process and contents that there currently are in vogue

Objectives of the study:

1. To study the perceptions of teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.
2. To study the significant difference between the perceptions of male and female category teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District..
3. To study the significant difference among the perceptions of teachers based on their teaching subject towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.

Hypotheses of the study:

1. There is a high perception of teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.
2. There will be no significant difference between the perceptions of male and female category teachers towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.
3. There will be no significant difference among the perceptions of teachers based on their teaching subject towards Impact of Pandemic Covid-19 on secondary School Education in Visakhapatnam District.

Variables of the study:

1. S X : Male / Female
2. Teaching Subject : Maths / Science / Social / English / Telugu / Hindi
3. Medium of Instruction : English / Telugu
4. School Management : Government / Aided / Private
5. Locality : Rural / Urban

Design of the Study:

The type of research undertaken by the investigator is exploratory in nature. It is a descriptive survey method of research. The word 'survey' has been derived from the two words 'sure' and 'veer' which means 'over' and 'see' respectively. Descriptive survey tells us 'what is'. This has a very wide scope. It describes and interprets what exists at present. According to John W. Best, descriptive survey research is concerned with condition or relationship that exist; practice that prevail; beliefs points of view, or attitude that are held; process that are going on; effects that are being built; or trends that are developing.

The Research Tool

According to John W. Best Like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has its own merits and hazards or limitations.

The instruments that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use any one or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator. The progress of mankind depends upon well-conducted research progress. Well-conducted research programmes postulate sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure, which involves various devices. Each research tool is appropriate in a given situation to accomplish a particular purpose. Since the present investigation is related to the collection of information from the secondary school teachers regarding Impact of Pandemic Covid-19 on secondary School Education. an 'opinionnaire' was constructed and administered and to find out the perceptions of teachers on Impact of Pandemic Covid-19 on secondary School Education.

Construction of the tool:

The present investigation is intended to study the perceptions of teachers towards Impact of Pandemic Covid-19 on secondary School Education. After going through various previous investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has present research problem into – Impact of Pandemic Covid-19 on secondary School Education. – opinions of secondary school teachers in Visakhapatnam district. The investigator had developed and adopted the tool as given in the annexure to collect the opinions.

Standardization of the Tool:

An opinionnaire was constructed for teachers. The pilot testing was done on 30 secondary school teachers randomly selected in Visakhapatnam District. The data analysed and the Reliability coefficient was

calculated. Item Analysis was carried out to find out the Difficulty and Discrimination of each of the items. The Reliability Coefficient of the Tool was calculated using split half method and found to be 0.86. The items which are unanswered by all teachers and which are marked by undecided / blank by all are omitted. The items with poor discriminating value are also deleted. After deleting those items the research tool was validated by three subject experts for the content validity and the construct validity. The items which are identified as vague or unclear were removed.

Table 3.1 : Item Analysis (Chi-Square Test)

ItemNo	Chi-Square Value	ItemNo	Chi-Square Value
1	24.18**	16	11.50*
2	16.30**	17	13.20*
3	28.40**	18	32.50**
4	36.54**	19	18.40**
5	25.20**	20	34.80**
6	42.53**	21	25.60**
7	31.20**	22	31.40**
8	20.40**	23	36.60**
9	34.15**	24	15.20*
10	27.30**	25	52.30**
11	32.60**	26	24.60**
12	22.40**	27	10.60*
13	30.60**	28	12.20*
14	23.80*	29	34.60**
15	23.40*	30	52.40**

*Significant at 0.05 level, **Significant at 0.01 level

Population and Sampling:

Data is collected by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the Government, Aided and Private schools in Visakhapatnam District.

Sampling:

The scholar adopted simple random sampling technique to identify the schools and teachers for collecting the data. Schools were selected on the basis of simple random sampling procedure. teachers were selected based on the step wise simple random sampling technique. All together 20 secondary schools were randomly selected for the study.

Data Collection

A brief orientation is given before distributing the tool to the sample necessary instructions are provided to teachers. No time limit is kept for the answering of the tool but almost all teachers answered the tool within half an hour time. Hence 100 teachers are selected from secondary schools of Visakhapatnam district.

Table 3.2: Sample distribution of teachers by their Gender

Gender	Frequency	Percent
Male	65	65.00
Female	35	35.00
Total	100	100.00

Table 3.3: Sample distribution of teachers by their teaching subject

Subject	Frequency	Percent
Mathematics	19	19.00
Science	23	23.00
Social Studies	16	16.00
English	22	22.00
Telugu	12	12.00
Hindi	8	8.00
Total	100	100.00

Table 3.4: Sample distribution of teachers by their Medium of Instruction

Medium	Frequency	Percent
English	30	30.00
Telugu	70	70.00
Total	100	100.00

Table 3.5: Sample distribution of teachers by their School Management

Management	Frequency	Percent
Government	60	60.00
Aided	10	10.00
Private	30	30.00
Total	100	100.00

Table 3.6: Sample distribution of teachers by their Locality

Locality	Frequency	Percent
Rural	70	70.00
Urban	30	30.00
Total	100	100.00

Scoring Procedure:

The questionnaire contain a total of 30 items,. The respondents were required to indicate their opinion by marking one of the following five alternative responses given against the statements. The five alternative responses were Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Each scale (alternative) was coded as 5,4,3,2 and 1. The alternative responses of negative items are credited with 1,2, 3, 4, and 5 points respectively from unfavorable end to favorable end. The weighted scores were tabulated for each individual and his/her total score was calculated for each.

Statistical Techniques Used:

As the present study is of more of qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator. The 't' test was used to test the null hypotheses when the data was correlated from matched groups. Analysis of (ANOVA) variance was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using MS-EXCEL and SPSS. (Statistical Package for Social Sciences).

Statistical Analysis of Data:

In this study, the investigation has been carried out by the Descriptive Statistical Analysis such as Calculating Measures of Central Tendency like Mean and Calculating Measures of Dispersion like Standard Deviation. For testing the Null Hypothesis (Significance of the difference between means) the **t-test**, and **Analysis of variance (ANOVA)** has been used by the investigator.

Findings and Conclusions:

1. Teachers expressed high perceptions towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district.
2. Male and female category respondents differed significantly in their perceptions and female category teachers perceived high towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district than that of male category teachers.
3. There is a significant difference among the perceptions of teachers based on their teaching subject and Science teaching teachers perceived high towards Impact of Pandemic Covid-19 on Secondary School Education in Visakhapatnam district than that of the rest.

Recommendations:

1. Educated and learners should be trained to utilise 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.
2. Immediate measures are required to lessen the effects of the Pandemic on job offers, internship programs and students.

3. Many online learning platforms offer multiple programmes on the same subjects with different levels of certification, methodology and assessment parameters. So the quality of programmes may differ across different online learning platforms. Therefore, establishment of quality assurance mechanisms and quality benchmark for online learning programmes must be developed and offered by secondary board education in Andhra Pradesh, India keeping in view of rapid growth of the online learning platforms.
4. If the Pandemic Covid-19 continues, new approaches for academic assessment should be adopted by educational institutions. Academic assessment of the students may be done through online mode or through quizzes and small projects.
5. Government should support secondary education to strengthen their resources to run virtual educational activities. Students also need to be supported with better access to internet and technology during this pandemic, the secondary education should be focus more on virtual educational activities including television, radio and web-based education.
6. Across the globe, Indian traditional knowledge is well known for its scientific innovations, values and benefits to develop sustainable technologies, medicines and this knowledge systems in different fields should be integrated with a present day main stream secondary education system.

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