

# Impact of Covid-19 on Education

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## Abstract

The outbreak of Covid-19 affected the lives of all sections of society. The lockdown had serious impact on education resulting in denied education of crores of students, poor families forced to stop education of their children of Bhopal. In order to explore the impact of this pandemic on the lives of students, we conducted a survey of a total of 100 individuals of different age groups From various educational institutes in Bhopal. The paper identified the following as the Impact of covid-19 on the students of different age group: time spent on online classes and self-study, which stream student affected more, changes in teaching aids, impact on Unemployment families, positive or negative impact of covid-19 on education system. This study suggests that the impact of covid-19, having fewer education options has globally impacted people with less money, while people with more money have found education.

*Key Words: Covid-19, Education, online classes, Poor families, Teaching-aids.*

## Introduction

As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. 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 shut out when their schools shut down.

This problem has brought to light a number of deficiencies and injustices in our educational institutions, ranging from a lack of access to the broadband and computers required for online learning to the lack of favourable surroundings for students to concentrate on their studies. Additionally, teachers have to adjust to new pedagogical theories and methods of instruction for which they may not have received formal training. Students in the most marginalised groups are particularly at danger of falling behind because they lack the motivation and perseverance to learn independently and don't have access to digital learning materials.

The difficulties do not, however, end with the current crisis. In the years to come, expenditure on education in particular might be at risk. Despite short-term stimulus packages in some nations, long-term public investment on education is at risk as money is diverted to health and social welfare.

As the economy weakens and unemployment increases, private funding will likewise become more difficult to come by. In countries where international students pay greater tuition, the fall in international student mobility as a result of travel restrictions has already reduced the money available at the tertiary level. More broadly, the lockdown has made labour more unequal.

We performed a research of what is the impact of covid19 pandemic whether it is positive or negative we studied both aspects in respect to come to the conclusion of the research.

## **Objectives**

- The first objective of our study to analyse the impact of covid19 on education
- Challenges in teaching and learning
- Which mode of teaching (online/offline) is more suitable and reliable for students
- To understand the problems faced by middle-lower class families during covid19.
- To evaluate the benefits of online learning and increase in innovation due to pandemic.

## **Research Methodology**

The research methodology of our study lies within the parameter of descriptive research methodology. Our attempt is to explore and explain while providing additional information above the concerned title.

### *Collection of Data*

The data include in our study is based on “primary and secondary data”, wherein we have included information from newspaper, social media and through questionnaire.

### *Types of Sampling*

We basically used the non probability sampling. we collected the data on the basis of our convenience the data is collected from our friends and family members and colleagues so it is a convenience sampling as well as snowball sampling because we send the questionnaire to our friends and family and they listed us the names of other person who can be the best representatives and can be the part of research.

### *Sample size*

The samples are collected from the 100 respondents.

## **Hypothesis**

Null hypothesis: there is no significant difference between impacts of covid-19 on education on age group. Alternative hypothesis: there is significant difference between impacts of covid-19 on education on age group

### *Hypothesis Testing*

Hypothesis testing of 1st objective at 5% level of significance

Objective: to find out significant impact of covid-19 on education on difference age group

### *Hypothesis based Question*

- How old are you?  
A) Below 23                      B) Above 23

- According to you, what is the impact of covid-19 on the education system?  
A) Positive      B) Negative      C) No impact

*Observed Frequency*

| Variables | Positive | Negative | No impact | Total |
|-----------|----------|----------|-----------|-------|
| Below     | 15       | 0        | 0         | 15    |
| Above     | 12       | 67       | 6         | 85    |
| Total     | 27       | 67       | 6         | 100   |

As two observed frequency are less than 5 then applied Yate's correction for hypothesis test

*Calculation of expected frequency*

Expected Frequency = Row total for row of that cell \*column total for the column of that cell/  
grand total

$$E1 = 27*15/100$$

$$E2 = 27*85/100$$

$$E3 = 67*15/100$$

$$E4 = 67*85/100$$

$$E5 = 6*15/100$$

$$E6 = 6*85/100$$

*Difference between observed and expected frequency*

| Groups | O j | E j   | O j-E j |
|--------|-----|-------|---------|
| G1     | 15  | 04.05 | 10.95   |
| G2     | 12  | 22.95 | 10.95   |
| G3     | 00  | 10.05 | 10.05   |
| G4     | 67  | 56.95 | 10.05   |
| G5     | 00  | 00.50 | 00.9    |
| G6     | 06  | 05.10 | 00.9    |

Calculated Value =  $E1 + (oj-Ej-0.5)^2/E2 + (oj-Ej-0.5)^2/E3 + (oj-Ej-0.5)^2/E4 + (oj-Ej-0.5)^2/E5 + (oj-Ej-0.5)^2/E6$

$$= (10.95-0.5)^2/4.05 + (10.95-0.5)^2/22.95 + (10.05-0.5)^2/10.05 + (10.05-0.5)^2/56.95 + (0.9-0.5)^2/0.9 + (0.9-0.5)^2/5.1$$

$$= 109.202/4.05 + 109.202/22.95 + 91.202/10.05 + 91.202/56.95 + 0.16/0.9 + 0.16/5.1$$

$$= 26.963 + 4.758 + 9.074 + 1.601 + 0.177 + 0.031$$

= 42.604

$$\begin{aligned}\text{Degree of freedom} &= (r-1)*(c-1) \\ &= (2-1)*(2-1) \\ &= 1\end{aligned}$$

Level of Significance = 5% or 0.05

So, table value is 3.841

#### *Findings of the test:*

Since, the calculated value 42.608 is higher than the table value 3.841 at 1 degree of freedom and 5% level of significance so we will accept Alternative hypothesis H1 and conclude that there is significant difference between impacts of covid-19 on education on difference age group.

#### **Suggestions**

- Innovative teaching learning methods should be introduced
- Greater interaction of teachers and students
- Ensure scientific literacy with in the curriculum
- The need to protect domestic And International financing of public education

#### **Conclusion**

The COVID-19 pandemic is providing a constructive disruptor, giving an opportunity for restructuring the present conventional, classroom based educational system. And after this Research we conclude that there is a negative impact of Covid-19 on education system but there is some positive this sense, the pandemic is also a call to renew the commitment to the Sustainable Development Goals. Ensuring that all young people have the opportunity to succeed at school and develop the knowledge, skills, attitudes and values that will allow them U contribute to society is at the heart of the global agenda and education's promise to our future society. The current crisis has tested our ability to deal with large-scale disruptions. It is now up to us to build as its legacy a more resilient society.

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