The Impact of Covid 19 Pandemic on Education Sector in Kerala

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Abstract: *The covid-19 corona virus has spread all over the world. The covid-19 pandemic had Heavy repercussion, which is enormous and dangerous. It is one of the deadliest crises the world has faced over the years. It has become a disaster that affects all sectors equally. The most notable change was in the field of education. The education system had to be changed from the traditional method to an online education. The benefit of e-learning education is back it is quick and does not require much cost and time at the same time Online learning has not only advantages it has disadvantages too…In this context the present study examine the challenges and opportunities of online education.*

Keywords: Online Education, Challenges, Opportunities.

I. INTRODUCTION

Education is the process of facilitating learning or acquisition of knowledge, Skills, values and habits at a school or college. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, Laptops, etc.) with internet access". The need and importance for online classes are increased at the time of COVID-19 pandemic. Around 1.2 billion students stopped to move to schools and colleges due to the spread of Corona Virus. For ensuring smooth flow of learning, education sectors are changed dramatically, with e-learning. Online classes are typically a mix of video recording, live lectures. For attending online classes students to get access for mobile phone, internet or Wi-Fi connection, Computer systems, microphone etc. Online learning has its own set of positive aspect like efficiency, accessibility of time and place, affordability, improved student attendance, suits a variety of learning styles. Despite all of this there are various other problems that affect the smooth flow of online classes. Some of them are limited internet access, lack of interaction, adaptability struggle, disrupted supply of electricity, limited access to mobile phone and computers and other technical Issues, sense of isolation among students etc. Despite all the challenges Kerala are keeping learning activities through various methods such as radio and television. In this context the present study examine the challenges and opportunities of online learning.

1.1 Objectives of the Study
- To examine the challenges and opportunities of online education.
- To make suitable suggestions for better E-learning.

II. METHODOLOGY

This study is an empirical research on survey method. This study is based on both primary data and secondary data. The primary data are collected through questionnaire. Secondary data is through websites, journals, and articles. The responded students are from different sectors like 10th, higher secondary, graduation, and post-graduation .Total sample survey is 150.

III. ANALYSIS AND INTERPRETATION

Gender Wise Classification of the Respondents
The table 1.1 describes the classification of the respondents based on the gender.

Table 1.1: Gender wise classification of the respondents

	Percentage	Total
Male	34.00	51
Female	66.00	99
Other	0.00	0
Total	100	150

(Source: primary data)

The above table revealed that out of the 150 respondents 51 (34%) of the students belongs to male, 99 (66%) belongs to female and 0(0%) belongs to others. Majority of the respondents are in the gender group of female.

Location Wise Classification of the Respondents

The below 1.2 describes the classification of the respondents based on the location of living. The location is classified as rural, urban, and semi urban. Majority of the respondents are from rural areas.

Table 1.2: Location wise classifications of the respondents

Options	%	Count
Urban	20.67	31
Rural	51.33	77
Semi Urban	28.00	42

(Source: primary data)

It is found from the table 1.2 that out of 150 respondents 31 (20.67%) are from urban areas, 77 (51.33%) are from rural areas and 42 (27%) are from semi urban areas.

Classification of Type of School/University/ Institute

Table 1.3 describes the classification of type of school/ university/institute of the respondents. The type of school/ university/institution are classified as government, aided, and unaided

Table 1.3L Type of school/university/Institute

Options	%	Count
Government	33.33	50
Aided	53.33	80
Unaided	13.33	20

(Source: primary data)

It is found from the table 1.3 that out of 150 respondents 50 (33.33%) are from government sector, 80 (53.33%) are from aided sector and 20 (13.33%) are from unaided sector.

Classification of Section of Studying

The table 1.4 classify the section of studying. It is classified as school, higher secondary, undergraduate, and post graduate.
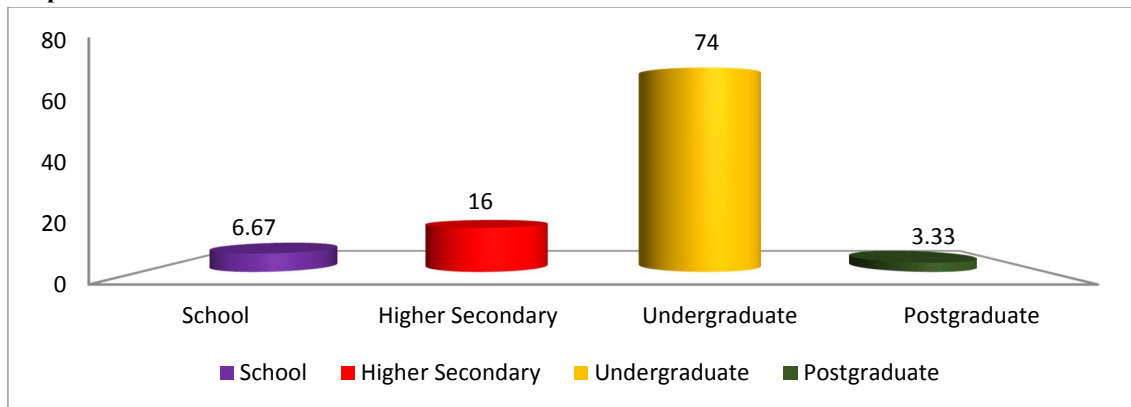
Table 1.4: Sections

Options	%	Count
School	6.67	10
Higher Secondary	16.00	24
Undergraduate	74.00	111
Post graduate	3.33	5

(Source: primary data)

From the above table 1.4 out of 150 respondents 10 (6.67%) students are from school level, 24 (16%) are from higher secondary level, 111 (74%) are from undergraduate level and 5 (3.33%) are from postgraduate level.

Graph 1.4 Sections

Classification of Accessibility of a Device

Table 1.5 classify the accessibility of devices for online learning. It is classified as yes, yes but it doesn't work well, no I share with others

Table 1.5: Do you have access to a device for learning online

Options	%	Count
Yes	89.33	134
Yes, But it doesn't work well	9.33	14
No, I share with others	1.33	2

(Source: primary data)

From the above table 1.5 out of 150 respondents 134 (89.34%) says yes, 14 (9.33 %) says that yes, but it doesn't work well and 2 (1.33%) says No, I share with others.

Classification of Devices Used

The table 1.6 classifies the devices according to the opinion of students. There are lot of devices such as Smartphone, desktop, tablet, laptop, and others.

Table 1.6: Device used for online learning

Options	%	Count
Smart phone	87.33	131
Desktop	2.67	4
Tablet	0.67	1
Laptop	9.33	14
Others	0.00	0

(Source: primary data)

The above table 1.6 shows that out of 150 students 131 (87.33%) students uses smart phones, 4 (2.67%)students uses desktops, 1 (0.67%) student uses tablet, 14 (9.33%) students uses laptops, and 0 (0%) uses others.

Classification of Source of Internet Connection

The table 1.7 classifies the source of internet connection. It is classified as mobile data and Wi-Fi

Table 1.7: What is the source of your internet connection

Options	%	Count
Mobile Data	70.67	106
Wi-Fi	29.33	44

(Source: primary data)

From the above table 1.7 out of 150 students 106 (70.67%) students uses mobile data as source of internet connection and 44 (29.33%) uses Wi-Fi as source of internet connection.

Availability of Internet Connection at Home

The table 1.8 shows the availability of internet connection at home. It classifies as yes or no

Table 1.8 Availability of sufficient internet/ Wi-Fi connection at home

Options	%	Count
Yes	68.67	103
No	31.33	47

(Source: primary data)

The above table 1.8 shows that out of 150 students 103 (68.67%) students have sufficient internet connection and 47 (31.33%) students says no.

Opinion about teacher student relationship during online learning.

The table 1.9 classify about the opinion of students regarding teacher student relation during online learning. It is classify as yes, no, and somewhat.

Table 1.9: Teacher student relationships during online learning experience

Options	%	Count
Yes	32.67	49
No	33.33	50
Somewhat	34.00	51

(Source: primary data)

From the above table 1.9 out of 150 students 49 (32.67%) students says that they maintain teachers student relationship, 50 (33.33%) says that they are not able to maintain their teacher student relationship, and 51 (33.33%) says that somewhat. Majority of the students have doubt that they are not able to maintain their teacher student relation during online learning method.

Opinion about online lectures and face to face class are same or not

Table 1.10 shows the classification about student's opinion about online lectures and face to face class are same or not. It is classified as yes or no

Table 1.10: Opinion about online lectures and to face to face class

Options	%	Count
Yes	12.67	19
No	87.33	131

(Source: primary data)

From the above table 1.10 out of 150 students 19 (12.67%) students says that both online lectures and face to face class are same and 131 (87.33%) students says that online lectures and face to face class are not same.

Challenges faced by students during online classes

Table 1.11 shows the major challenges faced by the students during online classes. It is classified as network issues, lack of knowledge about technology, not understanding what is taught in online classes, health issues, all of the above, and others.

**Table 1.11:** Challenges faced by the students during online classes

Options	%	Count
Network issues	40.00	60
Lack of knowledge about technology	2.00	3
Not understanding what is taught in online classes	10.00	15
Health issues	4.67	7

| All of the above | 41.33 | 62 |
| Others | 2.00 | 3 |

(Source: primary data)

From the above table 1.11 out of 150 students 60 (40%) students faces network issues, 3 (2%) students faces lack of technical knowledge, 15 (10%) students faces the issue if not understanding what is taught in online classes, 7 (4.67%) students faces health issue, 62 (41.33%) students faces all of the above mentioned issues and 3 (2%) faces other issues like chance of getting distracted in online lectures etc.

Graph 1.11 Challenges faced by the students during online classes
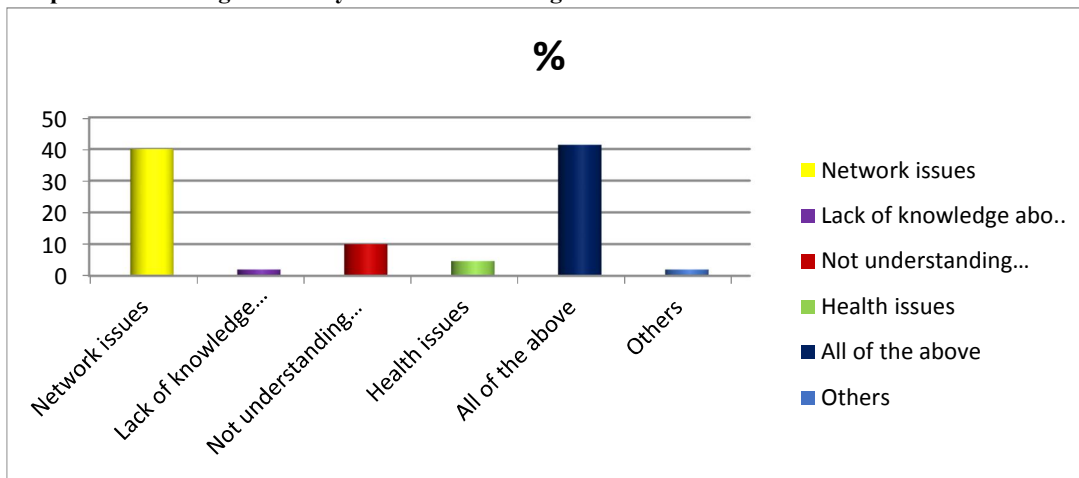
Opinion of the students about the best way of learning

Table 1.12 shows classify the student's opinion about the best way of learning. They are classified as classroom and online.

Table 1.12: Students opinion about the best way of learning

Options	%	Count
Class Room	97.33	146
Online	2.67	4

(Source: primary data)

From the table 1.12 out of 150 students' 146 (87.33%) students prefer classroom as the best way of learning and 4 (2.67%) students prefer online learning as the best way.

Students opinion about health issues during online classes

Table 1.13 shows the opinion of students about the health issues faced during online classes. It classify as yes or no.

Table 1.13 Health issues due to online classes

Options	%	Count
Yes	75.33	113
No	24.67	37

(Source: primary data)

From the table 1.13 out 150 students 113 (75.43%) students says that they face health issues during online classes like head ache, eye problems, over tensions and mental stress etc. 37 (24.67%) students says that there are no health issues.

Students opinion about increasing workload during online classes

Table 1.14 shows the students opinion about increasing workload. It is classified as yes or no.

Table 1.14: Students' opinion about workloads

Options	%	Count
Yes	70.00	105
No	30.00	45

(Source: primary data)

From the table 1.14 out of 150 students 105 (70%) students says that their workloads increased during online classes in the form of assignment, seminars etc. and 45 (30%) students says that there is no increase in workloads.

Classification of time spending each day for online learning

The table 1.15 shows the average of time spending on each day by the students for online learning. It is classified as 0-1, 1-2, 2-3, 3-4, 4-5, and above 5

Table 1.15: Time spend on each day for online learning

Options	%	Count
1-2	8.67	13
2-3	10.00	15
3-4	26.67	40
4-5	35.33	53
Above 5	19.33	29

(Source: primary data)

From the table 1.15 out of 150 students 13 (8.67%) students spend an average of 1-2 hour each day for online learning, 15 (10%) students spend 2-3 hour, 40 (26.677%) students spend 3-4 hour, 53 (35.53%) students spend 4-5 hour and 25 (19.33%) students spend above 5 hour each day for online learning

Classification of student teacher relationship due to online classes

Table 1.16 shows the student opinion about the broke down of student teacher relationship. It is classified as yes, no, and not sure.

Table 1.16: Students opinion about broke down of teacher student relationship due to online classes

Options	%	Count
Yes	56.00	84
No	18.67	28
Not sure	25.33	38

(Source: primary data)

From the table 1.16 out of 150 students 84 (56%) students are in the opinion that their teacher student relationship braked due to online classes, 28 (18.67%) students are in the opinion that their teacher student relationship not braked due to online classes, and 38 (25.33%) students are not sure about that.

Classifications about sufficient computer knowledge for managing online classes.

Table 1.17 shows the classification about student's computer knowledge for managing online classes. It is classified as yes or no.

Table 1.17: Computer knowledge for managing online classes

Options	%	Count
Yes	71.33	107
No	28.67	43

(Source: primary data)

From the above table, out of 150 students 107 (71.33%) students says that they have sufficient computer knowledge for managing online classes and 43 (28.67%) students says that they have no sufficient computer knowledge for managing online classes.

Classification about satisfaction with technology and software used for online learning

Table 1.18 shows the student satisfaction with the technology and software used for online learning and it is classified as yes or no.

Table 1.18: Classification about satisfaction with technology and software used for online learning

Options	%	Count
Yes	62.67	94
No	37.33	56

(Source: primary data)

From the table 1.18 out of 150 students 94 (62.67%) students says that they are satisfied with the technology and software used and 56 (37.33%) students are not satisfied with the technology and software they used.

Student's opinion about possibility of distraction from other family members during online classes

Table 1.19 shows the students opinion about the possibility of distraction from other family members during online classes and it is classified as yes or no.

Table 1.19: Possibility of distraction from other family members during online lectures

Options	%	Count
Yes	63.33	95
No	36.67	55

(Source: primary data)

From the table 1.19 out of 150 students 95 (63.33%) students are in the opinion that they face distractions from other family members during online classes and 55 (36.67%) students are in the opinion that they don't face any distraction from other family members during online classes.

Student's opinion about to continue with online learning method after covid-19 pandemic over

Table 1.20 shows the students opinion about to continue online learning method after covid-19 pandemic over. The opinions are classified as yes or no.

Table 1.20: Students opinion about to continue with online learning method after covid-19 pandemic over

Options	%	Count
Yes	24.00	36
No	76.00	114

(Source: primary data)

From the table 1.20 out of 150 students 36 (24%) students recommend to continue with online learning method after covid-19 pandemic over and 114 (76%) students are not recommend to continue with online learning method after covid-19 pandemic over

Classify the effectiveness of remote learning

Table 1.21 classify that remote learning is effective or not. It is classified as not at all effective, slightly effective, moderately effective, very effective, and extremely effective. **Table 1.21**

Effectiveness of remote learning

Options	%	Count
Not at all effective	40.67	61
Slightly effective	28.00	42
Moderately effective	25.33	38
Very effective	5.33	8
Extremely effective	0.67	1

(Source: primary data)

From the table 1.21 out of 150 students 61 (40.67%) students are says that remote learning is not effective, 42 (28%) students says slightly effective, 38 (25.33%) students says that moderately effective, 8 (5.33%) students says that very effective and 1 (0.67%) students says they extremely effective.

Graph 1.21 Effectiveness of remote learning
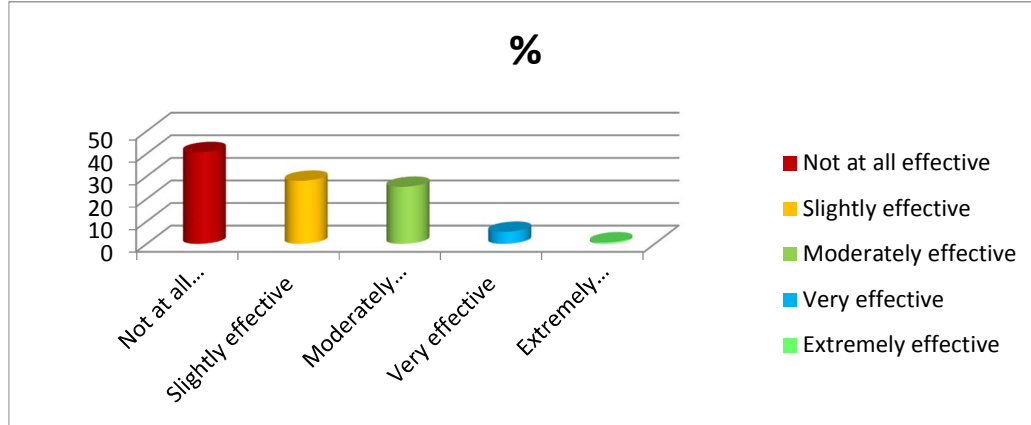
Opinion about remote learning is enjoyable or not

Table 1.22 shows the opinion of students about remote learning is enjoyable or not. It is classified as yes absolutely, yes but I would like to change few things, no there are quite few challenges and no not all.

Table 1.22: Opinion about remote learning is enjoyable or not

	%	Count
Yes, Absolutely	13.33	20
Yes, But I would like to change a few things	26.67	40
No, There are quite a few challenges	30.00	45
No, Not at all	30.00	45

(Source: primary data)

From table 1.22 out of 150 students 20 (13.33%) students says that remote learning is absolutely enjoyable, 40 (26.67%) students says that it is enjoyable but they like to change few things, 45 (30%) students says that they are not enjoyable because if few challenges and 45 (30%) students say that it is not enjoyable..

Classification of satisfaction level of the students about online learning

Table 1.23 shows the satisfaction level of the students about online learning. Satisfaction level is classified from 0-5 level.

Table 1.23: Level of satisfaction about online learning

	%	Count
0	12.67	19
1	15.33	23
2	25.33	38
3	29.33	44
4	10.67	16
5	6.67	10

(Source: primary data)

From the above table 1.23 out of 150 students 19 (12.67%) students have 0 level of satisfaction, 23 (15.33%) students have 1 level of satisfaction, 38 (25.33%) students have 2 level of satisfaction, 44 (29.33%) students have 3 level of satisfaction, 16 (10.67%) students have 4 level of satisfaction and 10 (6.67%) students have 5 level of satisfaction.

IV. SUGGESTIONS

By analysing both primary and secondary data there are lots of suggestion for students, parents and teachers for making online classes easy. They are as follows

- Teachers wants to make sure the all the students of their institution have financial support for managing online classes
- Teachers want to give special care for all the students.
- High speed internet connectivity should be ensured in order to improve the classes.
- Social networking platforms should enhance online platforms with more safety measures, especially while using virtual learning tools.
- Online learning is not affordable for all including the poor and disadvantaged groups of the Society. So necessary steps should be taken by Government/educational institutions to minimise this gap between privileged and under privileged learners.
- Teachers and students must be familiar with application based interactions such as email, discussion Boards and chat rooms before joining online classes.
- Government/educational institutions should adopt the policy to provide free internet and digital gadgets in order to encourage inline learning.

V. CONCLUSION

In this pandemic of covid19 this study has a major role. During the Covid-19, online learning is the best platform to keep students and teachers engaged in learning by maintaining social distancing. Government of India has initiated different online learning Platforms to continue educational activities during lockdown period. But this study reveals the fact that online learning method has both advantage and disadvantage too. There are lots of challenges in this mode of study. Students and teachers face mental stress during this pandemic situation regarding online classes. Students are in the opinion that class room learning is far better than online learning. But nowadays classroom learning is not possible. It is necessary to adjust with this pandemic situation. Government have to take necessary steps to solve this issue and they want to adopt policies for encouraging online learning. The Truth is that online learning can never really replace the offline learning. Both students and teachers wants a mixed form of online and offline classes.