

LITERATURE REVIEW ON IMPACT OF THE COVID-19 PANDEMIC TO STUDENT LEARNING IN ELEMENTARY AND HIGH SCHOOL

Shi Han ^a, Xiaopan Wang ^{b,*}

^aFujian University of Technology, China, shi12001o@gmail.com

^{b,*}Fujian University of Technology, China, wang1234@gmail.com

Abstract

The COVID-19 pandemic of 2020 has brought much challenge and disruption to the lives of students in elementary through high schools, their families, and their communities. The majority of participants were students, with other participants being teachers, parents, and various community members. Participants were interviewed on reactions to the pandemic experience, positive and negative life experiences both before the pandemic and during the pandemic that influenced coping, and reflections on what their local schools were doing to facilitate educational function. Interview responses aligned with research already published on student experience with the pandemic and also produced new insight for future endeavors by the educational community in promotion of development of protective factors before similar crises occur and optimal interventions by schools during the experience of crises.

Keywords: COVID-19, student, learning, school

I. INTRODUCTION

The COVID-19 pandemic has brought life disruption across the globe to people of all ages. Considering that many countries are starting to lift restrictions on activities slowly, the longer-term effects of keeping schools open on community transmission are yet to be evaluated. Some modeling studies suggest that school re-opening might have a negligible impact on more comprehensive communication in the community, but this is not well understood. Further studies are underway on the role of children in transmission in and outside of educational settings. WHO is collaborating with scientists worldwide to develop protocols that countries can use to study COVID-19 transmission in educational institutions.. [1]

More than 144 million students in Latin America and the Caribbean have missed nearly five months of school due to public health measures taken by governments in response to the COVID-19 pandemic. The health crisis has meant

a triple shock for children and adolescents, with the prolonged closure of schools, confinement due to lockdown measures, and economic security loss in households. This triple shock has both short- and long-term repercussions that put the development of an entire generation at risk. Although governments throughout the region have implemented distance learning strategies intended to maintain a degree of continuity in children's and adolescents' learning and well-being, these solutions have been unevenly implemented and may even further exacerbate the education gaps that existed in the region before the pandemic. [2]

Whether a child should go to school depends on their health condition, the current transmission of COVID-19 within their community, and the protective measures the school and community have in place to reduce the risk of COVID-19 transmission. While recent evidence suggests that the risk of severe disease for children is lower overall than for adults, special precautions can be taken to minimize the risk of infection among children.[3]

Saputri & Pradana [4] The impact of Covid-19 in the learning process dramatically affects the education policy that is currently being established. Schools were closed, and online learning was introduced with the help of online learning applications. Students' effects, especially those who carry out learning activities online, significantly impact their mental and feelings. Most of them feel the negative impact related to Covid-19. In addition, both students and teachers were forced to adapt to the new policy. But for those who can take values and lessons from the pandemic, there will be positive impacts that will be received. The current condition of the pandemic can be a reference for the spirit of every education party so that it can continue to be able to maximize the course of learning and make the best contribution in advancing the world of education with limitations.

Students' experience was impacted the educational experience of school and students along with the impact on the way schools do business. Learning before the pandemic, learning, and school during the pandemic, and learning in the future once the pandemic is past are integrated as the person, and environmental systems frame ultimate development.

A. Literature Review

As COVID-19 is still a global pandemic experience with an unknown ending date, the published literature is still limited on the impact of the incident and lessons – this is still a work in progress. Guidance from such literature can inform teachers and individuals to prevent a negative impact and implement and sustainment of coping and growing during a disaster or pandemic. It can also be gained on planning future interventions to help students and schools survive and thrive through pandemics or similar disasters.[5]

B. Education on COVID-19 Pandemic

COVID-19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning (ODL) by adopting other digital technologies to cope with the present crisis of COVID-19. India is not fully equipped to make education reach all corners via digital platforms. The students who aren't privi-

leged like the others will suffer due to the present choice of digital media. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations [6].

Since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, affecting the most vulnerable learners the hardest. It has increased inequalities and exacerbated a pre-existing education crisis. School closures have ranged from no closures in a handful of countries to up to more than an entire school year. Lack of connectivity and devices excluded at least one-third of students from pursuing learning remotely.

Despite the Omicron variant, schools are open in most countries, supported by health and safety protocols and vaccination programs. But the costs stand to be tremendous in terms of learning losses, health and well-being, and drop-out. Prioritizing education as a public good is crucial to avoid a generational catastrophe and drive a sustainable recovery. education systems must transform, leveraging technology to benefit all learners and building on the innovations and partnerships catalyzed throughout this crisis.[7]

UNESCO is supporting countries to mitigate the impact of school closures, address learning losses, support teachers and adapt education systems, particularly for vulnerable and disadvantaged communities. To mobilize and support learning continuity, UNESCO has established the Global Education Coalition [8] which counts 175 members working around three central themes: Gender, connectivity, and teachers.

This second Global Education Evidence Advisory Panel (GEEAP) report draws on insights from the latest research to document the impacts of and responses to Covid-19. It offers guidance on how education systems in LICs and MICs can respond to the damage caused by the pandemic and ensure that the learning needs, especially of marginalized and disadvantaged groups, are addressed. In addition, the report provides practical, focused advice for policymakers, represent-

ing the consensus recommendations of an independent, interdisciplinary panel of global experts based on the best evidence available during a rapidly changing crisis.. [9]

II. METHOD

A qualitative study [10] integrated into a student course. Participants answered questions on reactions to the experience of COVID-19 negative and positive learning factors before COVID-19. It may have contributed to their learning during the pandemic experience, negative and positive learning factors during COVID-19 that may have contributed to their control of the pandemic experience, and sources of strength and support. Two questions were answered on what schools were doing to help the education process through the pandemic and what the participant would like to see schools do additionally to support the education process during this time further.

A. Participants

The study included two sets of participants. The first set was 44 students enrolled in an elementary school course. The second set of participants were the participants who were interviewed on their COVID-19 experience. This study was conducted during summer and fall of 2021. Participants consisted of family, friends, or colleagues known by student participants in their local communities. Table 1 show the age range, gender, and any other pertinent characteristics about participants.

Table 1. Participant characteristics

Study Factor	Frequency
Childdren: 6 to 12 years of age	11
Adolescence: 13 to 18 years of age	9
Male	24
Female	20
Elementary School Student	19
Teacher	5
High School Student	20

B. Procedure

Students first selected a participant they knew from whom they could safely interview within the parameters of COVID-19 pandemic precautions. Next, they obtained the person's agree-

ment for a confidential interview about the experience and then interviewed the person with a set of questions from the instructor as shared below. The second part of the research was to share a personal reflection on what they learned from the research that they could use in their future work as a supervisor. Here are rge interview questions:

1. What is the impact of COVID-19 on students and teachers?
2. What is the reaction to the experience after the time?
3. What is the current reaction to the experience at that time?
4. How is he new online learning impact student cognition?
5. What is is about the new online learning impact to the teacher to deliver teaching material?
6. Does the government support the devices for children?
5. Does the government support internet access for children?..
8. Can an students enhance their learning outcomes if the COVID-19 pandemic lasts a long time?

C. Data Analysis

Participant responses to interview questions and graduate course students' reflections were analyzed for themes related to the experience of school in the pandemic and the preferred school response to help create a better school experience while moving forward in and out of the pandemic. The categories of Student and Teacher grouped these. All persons in the category of Other represented a variety of professional backgrounds and were all adults. Yet, they still responded to the interview questions about school.

Student insight

Most students indicated a sense of joy at getting out of school for some early spring break, which soon turned into sadness and frustration at being physically separated from friends and even from their teachers. In addition, many students expressed frustration at using distance learning and indicated a preference for a face-to-face time in the classroom and increased appreciation for their teachers.

Several students suggested increased availability of tutoring services per the online learning challenges. Many students expressed a desire for schools to “move back to normal” as soon as they could, with a desire to get away from learning online.

Teacher insight

Teacher reflections on additional school action moving forward included attention to the organization for more virtual operation and school attention to more support of teachers in this new normal of process.

III. Conclusion

Students gained practical insight into what would be an essential focus for them as future education to assist in getting through any future crises. They also gained insight into possible best practices during a crisis. In contrast, the teacher should learn the new technology to continue teaching in the COVID-19 pandemic. Still, there is low bandwidth and hard internet access, especially in the village.

REFERENCES

- [1] “Key Messages and Actions for COVID-19 Prevention and Control in Schools,” who. 2020, Accessed: Jun. 29, 2020. [Online]. Available: https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52_4&gclid=C-jwKCAjw_-D3BRBIEiwAjVMY7FO-qP5HGXnUynTsdBlunj1U54gL-c9vbC4NuIod1Gx0hNnBU8jlmB-VhoCtnkQAvD_BwE.
- [2] U. Lac, C. Pds, and S. G. Jaramillo, “COVID-19 and Primary and Secondary Education: The Impact of the Crisis and Public Policy Implications for Latin America and the Caribbean,” *Socio-Economic Implic. COVID-19 Pandemic*, no. 20, pp. 167–202, 2021, doi: 10.18356/9789210055390c012.
- [3] WHO, “Country & Technical Guidance - Coronavirus disease (COVID-19),” 2020. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>.
- [4] E. A. Saputri and S. A. Pradana, “The Impact of the Covid-19 Pandemic on Asset Valuation in Romania,” *Valuat. J.*, vol. 15, no. 1, pp. 5–21, 2020.
- [5] H. E. Davis et al., “Characterizing long COVID in an international cohort: 7 months of symptoms and their impact,” *eClinicalMedicine*, vol. 38, no. December, 2021, doi: 10.1016/j.eclinm.2021.101019.
- [6] jena Dr.Pravat Kumar, “Impact of Pandemic Covid,” *Int. J. Curr. Res.*, vol. 12, no. 07, pp. 12582–12586, 2020, [Online]. Available: <https://doi.org/10.24941/ijcr.39209.07.2020>.
- [7] Unesco, “Education: From disruption to recovery,” Unesco, 2021. <https://en.unesco.org/covid19/educationresponse> (accessed Nov. 12, 2021).
- [8] UNESCO, Supporting learning recovery one year into COVID-19: the Global Education Coalition in action, no. March. 2021.
- [9] D. Covid-, “PRIORITIZING LEARNING DURING COVID-19,” 2022.
- [10] M. Bengtsson, “How to plan and perform a qualitative study using content analysis,” *NursingPlus Open*, vol. 2, pp. 8–14, 2016, doi: 10.1016/j.npls.2016.01.001.