

CONSEQUENCES OF THE COVID-19 IN STUDENTS EDUCATION IN TAMILNADU**Dr J. Ravi**

Associate Professor in Economics, V.O. Chidambaram College, Thoothukudi– 628 008
Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli – 627012, Tamil Nadu, India.

Abstract

The pandemic of COVID-19 has disrupted the whole world. It was evolved in china and now spreading globally. The present paper addresses the various consequences of the COVID-19 in students' education in Tamilnadu.

The Objectives of the present study are:

1. To study the socio-economic circumstances of student respondent in Tamilnadu.
2. To identify the effect of COVID-19 on class workload among the students, an opportunity to change education issues.
3. To know the expenditure on education during and after lock-down
4. To investigate the effect of the COVID-19 pandemic on suicidal thoughts in the study area during and after lock-down.
5. To evaluate the access to infrastructure for studying at home in the forms of online lectures and satisfaction.

Primary data is the foundation of the study. The researcher produced and distributed the questionnaire and collected relevant data of 150 students through the online survey tool. Mean, standard deviation, t-test, and correlation analysis were used as statistical methods. Secondary data has been collected by books, magazines, journals, the internet, and newspapers. It reveals that 47.33 percent of students feel that lock-down usually affects their education, 34.67% of students say that no issues affect lock-down, and 18.00% think they cannot say anything about it.

Furthermore, it was discovered that out of 150 students, 78.67 percent believe they are unable to concentrate on their studies, 72.00 percent believe their minds are filled with fears about the Coronavirus, and that all of this has distracted them, and 65.33 percent believe that the various daily news is having a significant impact on their mental state, causing them to be unable to concentrate on their studies. After consulting with students, it is clear that lock-down has a significant impact on education. Students are incapable of focusing on their studies due to lock-down problems, and some say that this has a positive effect.

Keywords: Covid-19, lock-down, pandemic awareness, economic growth, offline to online.

INTRODUCTION

COVID-19 is a pandemic health issue that is impacting the country's economic development. The COVID-19 pandemic has caused major interruptions in people's lives. For example, 9.15 million cases had been confirmed in America, 3.31 million in Europe, 2 million in Southeast Asia, 1.53 million in the Eastern Mediterranean, 0.75 million in Africa, and 0.31 million in the Western Pacific [1]. The devastating effects of this pandemic are already being felt in most developed countries, such as the United States, where GDP fell by 32.9 percent annually in the second quarter of 2020, according to an early estimate [2].

Regarding health, the novel coronavirus SARS-CoV-2 was affected by all age groups, with older people and comorbidity patients showing the worst manifestations and highest death rates.[3]. The COVID-19 pandemic has caused unexpected turbulence in society and the economy, in addition to bringing to light many (current) health issues and challenges [4].

COVID-19's problems will affect every one of us in one way or another, affecting the well-being of all communities in society in every affected country and globally [5].

Countries are taking various procedures to control the spread of COVID-19. To promote social distancing, the government of India has declared a lock-down in the whole country. Due to the pandemic, all school, colleges and universities are declared to be closed. This is disrupting the whole education system.

Policymakers are facing many problems in making the policy related to the education system. Teaching is taking place from offline to online. Due to this transformation in teaching methodology, students, teachers and parents are facing many problems. Many countries affected by the pandemic were able to slow the spread of the Coronavirus to various degrees, including restricting public activities and gatherings, workplace closures, stay-at-home bans, domestic and foreign transportation restrictions, testing and touch tracing, and the closure of educational institutions [6].

Emotionally closing educational institutions (schools, universities) proved to be an effective way of limiting virus spread. However, it has created a slew of problems [7] for students and teachers and their families, friends, employers, and society and the global economy. Emerging issues during the COVID-19 outbreak, such as clashing family schedules, shifts in eating and sleeping patterns, isolation from classmates, and loneliness, may negatively affect college students [8]. In addition, when young adults return home for the holidays, they can experience separation anxiety [9]. The

present paper addresses the various consequences of the COVID-19 in the education system in Tamilnadu.

OBJECTIVES OF THE PRESENT STUDY

The Objectives of the present study are:

- 1) To study the socio-economic circumstances of student respondent in Tamilnadu.
- 2) To identify the effect of COVID-19 on class workload among the students, an opportunity to change education issues.
- 3) To know the expenditure on education during and after lock-down
- 4) To investigate the effect of the COVID-19 pandemic on suicidal thoughts in the study area during and after lock-down.
- 5) To evaluate the access to infrastructure for studying at home in the forms of online lectures and satisfaction.

METHODOLOGY

The study's foundation is primary data. The researcher created and circulated the questionnaire and used an online survey tool to collect data from 150 students. Google Forms permits you to create a questionnaire, collect data, create custom reports, and analyse the results. On the internet To recruit a diverse pool of students, Google and Microsoft forms were distributed over social media platforms like Facebook and LinkedIn. In addition, from 1 September to 30 September 2020, the questionnaire connection was shared via WhatsApp, a widely used social media network. Mean, standard deviation, t-test, and correlation analysis were used as statistical methods. Secondary data has been collected by books, magazines, journals, the internet, and newspapers.

ANALYSIS OF DATA AND INTERPRETATION

In Tamilnadu, an effort was made to evaluate students' socio-economic status taking online lectures and their level of satisfaction.

AGE WISE CLASSIFICATION OF THE SAMPLE STUDENTS

S. No.	Age (years)	No. of Students	Percentage
1.	Below 15	24	16.00
2.	15 – 18	36	24.00
3.	18 – 21	51	34.00
4.	21 - 24	29	19.33
5.	Above 24	10	6.67
Total		150	100

Source: Primary data.

The above table displays that out of 150 sample students maximum of 51 (34.00 percent) of the students be appropriate to the age group of 18-21 years, those studying undergraduate. Followed by 36 (24.00 percent) of the students belong to 15-18 years of higher secondary. Next, 29 (19.33 percent) of the students belong to 21-24 years of study post-graduation. Finally, 24 (16.00 percent) and 10 (6.67 percent) of the defendants belong to the age group below 15 years and 24 years and above, those studying school level and doctorate, respectively.

SEX-WISE CLASSIFICATION OF THE SAMPLE STUDENTS

S. No.	Sex	No. of Students	Percentage
1.	Male	56	37.33
2.	Female	94	62.67
Total		150	100

Source: Primary data.

The above table exposes that out of 150 sample students, a maximum of 94 (62.67 percent) of the students are female, and 56 (37.33 percent) are male.

EDUCATIONAL STATUS OF THE SAMPLE STUDENTS

S. No.	Education	No. of Students	Percentage
1.	Primary	24	16.00
2.	Secondary	36	24.00
3.	College / Technical	80	53.33
4.	Doctorate	10	6.67
Total		150	100

Source: Primary data.

It is exposed from the above table that out of 150 sample student's majority of 80 (53.33 percent) of them have college/technical level education followed by 36 (24.00 percent), 24 (16.00 percent) and 10 (6.67 percent) of them who have Secondary level, Primary level education along with doctorate respectively.

OCCUPATION OF THE SAMPLE STUDENT'S PARENTS

S. No.	Occupation	No. of Students	Percentage
1.	Government employee	12	8.00
2.	Private employee	31	20.67
3.	Self-employed	21	14.00
4.	Agriculturalist	42	28.00

5.	Retired / Unemployed	24	16.00
6.	Labours	14	9.33
7.	NGO'S	6	4.00
Total		150	100

Source: Primary data.

It inferred from the table that out of 150 sample students, 12 (8.00 percent) of the student's parents are government employees, 31 (20.67 percent), 21 (14.00 percent), 42 (28.00 percent), 24 (16.00 percent), 14 (9.33percent) and 6 (4.00 percent) of the rural students who are in private concerns, self-employed professionals, agriculturalist, Retired/Unemployed, labours, and NGO'S respectively.

PLACE OF RESIDENCE

S.No.	Place of residence	No. of Respondents	Percentage
1.	Rural	71	47.33
2.	Semi-urban	36	24.00
3.	Urban	43	28.67
Total		150	100

Source: Primary data

The table reveals that many respondents (47.33 per cent) resided in rural areas and 24.00 per cent in semi-urban areas. The percentage of the respondents residing from urban areas was comparatively low (28.67 per cent).

MONTHLY FAMILY INCOME OF THE SAMPLE STUDENT'S PARENTS

S. No.	Monthly income (Rs.)	No. of Parents	Percentage
1.	Below Rs.10000	17	11.33
2.	Rs.10000 – Rs.15000	42	28.00
3.	Rs.15000 – Rs.20000	39	26.00
4.	Rs.20000 – Rs.25000	27	18.00
5.	Rs.25000 and above	25	16.67
Total		150	100

Source: Primary data.

The above table specifies that out of 150 sample students, 17 (11.33 percent) of the student's parents have their monthly income of below Rs.10000, 42 (28.00 percent), 39 (26.00 percent), 27 (18.00 percent), and 25 (16.67 percent) of the student's parents have their monthly income between Rs.10000 – Rs.15000, Rs.15000 – Rs.20000, Rs.20000 – Rs.25000 and Rs.25000 and above respectively.

EFFECT ON EDUCATION

S. No.	Effect on education	No. of Students	Percentage
1.	Yes	71	47.33
2.	No	52	34.67
3.	No Idea	27	18.00
Total		150	100

Source: Primary data.

It reveals that 47.33 percent of students feel that lock-down usually affects their education, 34.67% of students say that no issues affect lock-down, and 18.00% think they cannot say anything about it.

OPINION ON EDUCATION

S. No.	Opinion on education	No. of Students (150)	Percentage
1.	Cannot concentrate on studies	118	78.67
2.	Fear about Corona Virus	108	72.00
3.	Affecting mental state	98	65.33

Source: Primary data.

Note: Multiple Responses

The table showed that out of 150 sample students, 78.67 percent believe they are unable to concentrate on their studies, 72.00 percent believe their thoughts are filled with anxiety about the Coronavirus, and that all of this has disturbed them, and 65.33 percent believe that the various daily news is having a significant impact on their mental state, causing them to be unable to concentrate on their studies.

Increased Class Workload

S. No.	Workload	No. of Students	Percentage
1.	Increased	79	52.67
2.	Decreased	15	10.00
3.	Same	56	37.33
Total		150	100

Source: Primary data.

The effect of COVID-19 on class workload among the students was not conclusive. Although

slightly over half of participants (52.67%) indicated their academic workload has increased due to COVID-19, the rest stated the workload has remained the same (35.33%) or instead decreased (12.00%).

EXPENDITURE ON EDUCATION

S. No.	Expenditure on education	No. of Students	Percentage
1.	Yes	55	36.67
2.	Same	51	34.00
3.	No	29	19.33
4.	No Idea	15	10.00
Total		150	100

Source: Primary data.

The table indicates that 36.67 percent of the 150 students surveyed believe that educational spending would rise significantly during and after the lock-down. However, 34.00 percent of students believe that the money spent on education will be the same as before the lock-down, 19.33 percent believe that the charge has not increased and will not rise in any way, and the remaining 10% have no opinion.

OPPORTUNITIES TO CHANGE EDUCATION

S. No.	Changes in education	No. of Students	Percentage
1.	Yes	62	41.33
2.	No	49	32.67
3.	Neutral	27	18.00
4.	No Idea	12	8.00
Total		150	100

Source: Primary data.

The table revealed that 41.33 percent of 150 sample students believe that lock-down is an opportunity to change education problems, while 32.67 percent do not believe this is an opportunity. In addition, 18.00 percent of students act as mediators in this situation, while the rest cannot intervene.

DEPRESSIVE THOUGHTS DURING LOCK-DOWN

Sl.No	Depressive Thoughts	No. of	Percentage
1	Worried about health	54	36.00
2	Loneliness	36	24.00
3	Insecurity	24	16.00
4	Hopelessness	16	10.67
5	Worries about academic performance	12	8.00
6	Overthinking	8	5.33
Total		150	100

Source: Primary data

It is seen from the table that when asked about the impact of the COVID-19 pandemic on depressive thoughts during and after lock-down, 36.00% mentioned that they were experiencing worries about their health during the COVID-19 pandemic. Primary students to such depressive thoughts were loneliness (24%), insecurity (16%), hopelessness (10.67%), anxieties about academic performance (8%), and overthinking (5.33%).

Expenditure on education score with age and educational qualification

S.No	Factors	T-Test Value	Table Value	Significant / Not Significant
1.	Age	1.031	1.964	NS
2.	Educational Qualification	9.617	2.584	**

(NS-Not Significant, ** Significant at 1% level)

The t-test was applied to find whether there is a sign of expenditure on education difference between age and educational qualification. It is vital from the above table that the hypothesis accepted (Not significant) in the first case, and in the other case, the hypothesis is rejected (Significant). So it can be concluded that age has no significant difference over expenditure on education score and educational qualification has a significant difference with expenditure on education score.

Relationship between access to infrastructure for studying at home in the forms of online lectures and satisfaction

The relationship between access to infrastructure for studying at home with forms of online lectures and their satisfaction is examined with the help of Pearson's correlation coefficient and the hypothesis that 'the access to infrastructure for studying at home with forms of online lectures has a significant positive relationship with the student's satisfaction' is tested. The results are presented in the table.

Correlation between Online Lectures and Satisfaction

Satisfaction Factors	Preference (Pearson correlation coefficient)
Presentations to students	0.522*
Confidence in computer skills	0.671*
Video conferences	0.572*

Good Internet connection	0.635*
Recorded videos	0.599*

Note: * Correlation is significant at the 0.01 level.

The table reveals that the access to infrastructure for studying at home in the forms of online lectures is positively correlated with all the satisfaction factors viz presentations to students (0.522), confidence in computer skills (0.671), video conferences (0.572), good internet connection (0.635) and recorded videos (0.599) at 0.01 level of significance. Thus, the students who have access to infrastructure for studying at home with online lectures get a high level of satisfaction and vice versa.

CONCLUSION

After consulting with students, it is clear that lock-down has a significant impact on education. Students are incapable of focusing on their studies due to lock-down problems, and some say that this has a positive effect. Exams should be taken entirely online, and college professors should deliver lectures entirely online during the lockout. These problems have raised the cost of education to some degree, and they have impacted all industries, not just the education sector. Some students believe it is also an opportunity to experiment with lockout issues. There is a need for politicians to consider mental health challenges when preparing measures to tackle the pandemic. This will entail national efforts and a coordinated global response through development partners and international agencies.

REFERENCES

1. WHO stands for the World Health Organization. Situation Reports on Coronavirus Disease (COVID-2019). <http://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports> (accessed on 15 June 2020).
2. Bureau of Economic Analysis, United States Department of Commerce. 2nd Quarter 2020 Gross Domestic Product (Advance Estimate) and Annual Update Online at <https://www.bea.gov/data/gdp/gross-domestic-product> (as of 1 August 2020).
3. Goldman, R.D. Coronavirus disease 2019 in children: Surprising findings during a global pandemic. *Can. Fam. Physician* 2020, 66, 332–334.
4. Rajkumar, R.P. COVID-19 and mental health: A review of the existing literature. *Asian J.*

Psychiatr. 2020, 52, 102066.

5. Liu, J.J.; Bao, Y.; Huang, X.; Shi, J.; Lu, L. Mental health considerations for children quarantined because of COVID-19. *Lancet Child Adolesc. Health* 2020, 4, 347–349.

6. Owusu-Fordjour, C.; Koomson, C.K.; Hanson, D. The impact of COVID-19 on learning—The perspective of the Ghanaian student. *Eur. J. Educ. Stud.* 2020, 7, 1–14.

7. Aslam, F. COVID-19 and Importance of Social Distancing. *Preprints* 2020, 2020040078, 1–6.

8. Ross SE, Niebling BC, Heckert TM. Sources of stress among college students. *Soc Psychol.* 1999; 61:841–6. [https://doi.org/10.1016/S2215-0366\(20\)30078-X](https://doi.org/10.1016/S2215-0366(20)30078-X)

9. Seligman LD, Wuyek LA. Correlates of separation anxiety symptoms among first-semester college students: An exploratory study. *J Psychol.* 2007; 141:135–45. pmid:17479584.