

EFFECTS OF PANDEMIC IN EDUCATIONAL SYSTEM

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Corona virus pandemic too the whole world by surprise. Although according to specialists, the world is due for a global phenomenon, it was still a huge shock as to how severe the infection was and how fast it spread throughout the globe.

Many countries have no contingency plan handling a crisis in such magnitude. Many nations have decided to close schools, colleges, and universities to reduce exposure and the risks that comes with it. The world's condition encapsulates the struggles that authorities have to decide whether to close schools to reduce contact and save lives, or to keep them open allowing workers to work and preserving the economy.

Many families around the world are experiencing a significant short-term disruption due to the pandemic, online education is a tremendous shock to parents' productivity, as well as to children's social lives and learning. However, unverified and unparalleled scale, education is migrating online. Student evaluations and assessments are now migrating online, resulting in a lot of trial and error and uncertainty for all involved. Many activities have been canceled outright. These are just short-term issues that paints the long-term problems with uncertainty.

Attending school is the most effective accessible public strategy for improving abilities and skills of people. While education can be enjoyable and can improve social knowledge and competencies, the fundamental economic advantage being able to attend school is that it provides adequate training to enhance skills and proficiencies in academic and non-academic areas. The brief absence from schooling can have a massive impact on skill development of students. Currently, the effects of the corona virus pandemic's

disruption in education and the development of students is unclear. We can't be accurate predict the long-term scenarios because we're in a different frontier, but we can gain an increasing pattern from other studies.

Evidently, Carlson et al. (2015), analyze a scenario in which young Swedish men have varying amounts of time to study for critical assessments. The researchers can calculate a significant impact of schooling on skills since these variations are inherently random. The authors demonstrate that even 10 days of additional schooling increases performance and scores on knowledge utilization tests by 1% of a standard deviation. If we merely extend those statistics as an extraordinarily difficult assessment of the impact of the present school closures, sixty days of absence implies a loss of 6% of a standard deviation, which is not insignificant.

According to Lavy (2015), a new approach to this subject, estimating the influence of disparities in instructional time between nations on learning. Unpredictably, there are substantial inequalities in the number of hours spent teaching in different countries. Moreover, total weekly hours of mathematics, language, and science teaching in Denmark are 55 percent more than in Austria. These distinctions matter, resulting in considerable changes in exam performance outcomes: adding one hour per week to the key topics during the school year raises test scores by roughly 6% of a standard deviation. In this situation, a loss of 3-4 hours per week of mathematical instruction for 12 weeks could be comparable to a loss of an hour per week for 30 weeks. Therefore, strangely and undoubtedly coincidentally, we end up with an estimated loss of roughly 6% of a standard deviation once more. statistically, these studies could indicate a plausible effect of no more than 10% of a standard deviation, but obviously larger than zero.

The migration from face-to-face form of education also affects the quality of graduates that will be produced. For students affected by the pandemic during integral part of their under-graduate or graduate studies, they shift to online can be counterproductive, especially for those that needs actually performance base trainings.

As innovative as it is, online education can't provide the same experience as that working in the actual field. For example, education students affected by the pandemic were robbed of their chance to conduct field-studies (FS) in actual school environment which is an experience that could help them in the future. Interacting with students in a real life is leagues apart from observing on an online platform. Being able interact with the students helps build connections and familiarity that can enhance their empathy and situational skills.

The damage that the pandemic imposed in the Educational Sector is exponential. Although it is not profoundly conspicuous today, we will see the extent of the effects in the years to come.

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